

Reference Framework for Planning Learning and Evaluation Activities

Vocational Training

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Reference Framework for Planning Learning and Evaluation Activities



Vocational Training



Direction des programmes
et du développement

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Very special thanks go to Clarys Picard and Thérèse Trudeau, as well as to the many other collaborators who participated in the development of this document with exemplary openness and patience. So without further ado, here is the reference framework, although still a work in progress. Since it is necessary at some point to lay the foundation for any great project, let us start with this.

Once again, thank you for your trust and support. This document is ours, and each one of us hopes that it will also be adopted by anyone involved in the teaching of vocational training. *I take pride in my trade*, the video that accompanies this document, is intended to help teachers plan learning and evaluation activities. We hope that you will find these documents useful, meaningful and motivating.

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INTRODUCTION

The *Reference Framework for Planning Learning and Evaluation Activities* is intended primarily for teachers and those who support learning or contribute to it.

It aims to support the instructional implementation of programs of study and the use of evaluation specifications for certification purposes. It is intended to help teachers plan quality learning and evaluation activities that are both coherent and meaningful. It relies on the assistance of regional resource persons, particularly education and evaluation consultants, to help educators integrate more conceptual information and enhance practices.

The framework introduces the concept of “competency” in learning, teaching and evaluation. It is based on elements of the program and competency, support for learning and the evaluation of competencies. It takes into account the new format for programs of study¹ and the evaluation framework for the certification of learning,² as well as the *Policy on the Evaluation of Learning*,³ published in 2003. The policy sees evaluation as an integral part of teaching and emphasizes, among other things, the importance of support for learning and the recognition of competencies.

Part I of the reference framework, entitled “Acquiring Competencies,” shows the competency in terms of what the students bring to the learning situation. The training process builds on the students’ existing knowledge and know-how, gradually adding new knowledge, attitudes, perceptions and skills. The phases involved in acquiring and developing a competency are illustrated in terms of what the competency may mean to the students and in terms of the conceptual and functional representation of the competency in a program of study. Part I ends with a brief review of the roles of the main players—student and teacher.

Part II, entitled “Instructional Planning,” provides information about the formal requirements of teaching and evaluation. Competency acquisition is explained in terms of the development of learning and evaluation activities. The suggested instructional planning model encourages teachers to integrate evaluation throughout the learning process, before carrying out evaluation for certification purposes.

-
1. The appendix contain conversion tables illustrating how the different program components and evaluation frameworks have evolved. This document is based on the new formats used by the Ministère.
 2. The evaluation framework for the certification of learning includes three separate documents: evaluation specifications for certification purposes, descriptions of the examination or descriptions of participation, and evaluation forms.
 3. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning, General Education in the Youth Sector, General Education in the Adult Sector, Vocational Training* (Québec: Gouvernement du Québec, 2003).

Lastly, the appendix contains instruments intended to provide more direct support for teaching and evaluation. Although not models as such, these instruments may be adapted according to the program, the situation and the amount of time available. These tools are more of a teaching guide than a reference framework. While they are more practical than theoretical, they are part of an overall vision of the planning of learning and evaluation activities.

A video entitled *I take pride in my trade* accompanies the reference framework and addresses the main aspects of students' progress in competency acquisition and the competency-based approach to teaching, in terms of the planning of learning and evaluation activities.

The document and video emphasize ways of giving meaning to competencies and the importance of evaluation in order to ensure more effective learning.



ACQUIRING COMPETENCIES

Students play a central role in the learning process. They are the qualified workers employers are waiting for. They are the reason why there are training programs. They must acquire competencies using their own resources, as well as those in their environment. They are in the process of acquiring qualifications for the trade or occupation they have chosen.

In the instructional and vocational process, teachers break down a given trade or occupation into the appropriate learning activities. They accompany the students in their learning until the students have acquired the competencies specified in the program. Teachers use their own knowledge and know-how to create meaningful and relevant learning activities. The environment, workers and experience in the workplace also add meaning to the competencies to be acquired.

Chapter 1 defines the students' role as learners. It explains how competencies are defined and acquired, and addresses the contexts that foster their development.

Chapter 2 looks at the roles of the two parties involved in successful learning: student and teacher.

Vocational training students enroll in a competency-based program and participate in a coherent training process involving learning which, for the most part, is new to them. What do competency-based programs, coherent training processes and new learning mean to them? How is learning constructed and what is the students' role in it?

Learning is a personal process of assimilation based on cognitive, affective and psychomotor resources. It is influenced by socioeconomic and cultural environments and by social interactions. Renald Legendre defines it as:

A dynamic, internal process of acquisition or change, which causes a person, motivated by a desire and a will to develop, to construct new, coherent and durable representations of reality based on his or her perception of materials, the stimulations in his or her environment, the interaction between information internal and external to the topic and personal awareness.⁴

When the targeted learning is a competency, what is a personal approach based on resources? Where does the competency fit in with learning and with the student? How is it developed? The following pages contain answers to these questions.

1.1 Resources to support learning

To learn new things, students rely on what they are, on what they already know and do. They invest in their own learning, using their aptitudes and abilities. They are able to add to their store of knowledge, skills, strategies, attitudes and so on, and to do so they must mobilize their internal resources.

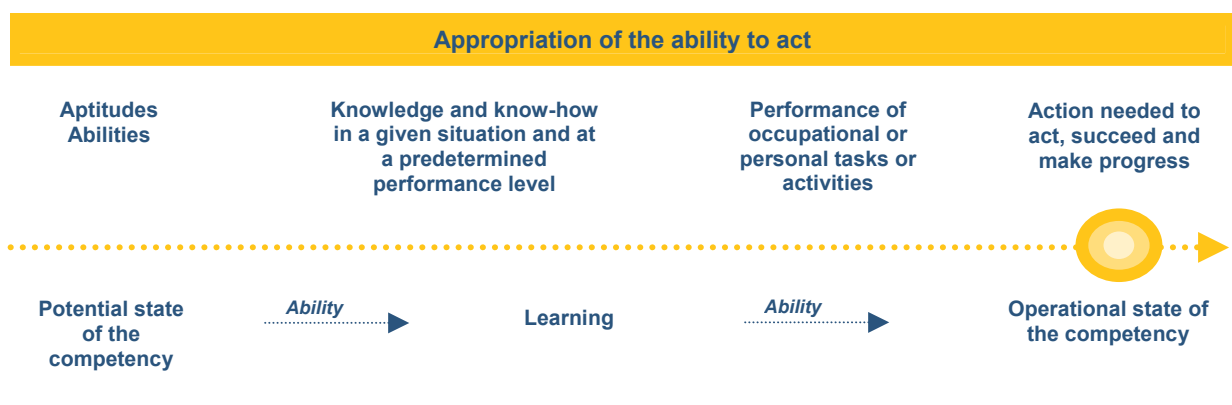
Learning is the result of a series of operations or decisions that are called into play depending on the situation at hand and the adaptation required. Learners call upon a range of personal resources to solve problems or to perform tasks methodically. Cognitive, metacognitive, affective, perceptive, social and psychomotor knowledge, skills, perceptions and attitudes are effectively mobilized in accordance with the need to learn.

Competencies are acquired using internal resources. Learning is integrated into existing resources in order to develop the ability to act, allowing the learner to apply knowledge and know-how (i.e. knowledge, skills, attitudes, strategies, perceptions and so on) in order to take action. This ability

4. Renald Legendre, *Dictionnaire actuel de l'éducation*, 2nd ed. (Montréal: Guérin, 1993), p. 67 [free translation].

to act is internal and must be mobilized, otherwise it will remain in a potential state. The efficient use of the students' resources in complex situations allows them to perform tasks or activities successfully and to adapt to new situations. A competency is the ability to act successfully and evolve, which is implemented in action.

The following table illustrates the appropriation of the ability to act, which is essential to the application of the competency.



Note: The target is entry level on the job market, meaning that the worker is able to apply the competency with a certain amount of responsibility and autonomy.

Other resources (instructional, human, physical, material) can also be identified and mobilized during the learning process. These external resources are essential to the development of a competency and have an impact on the quality of training.

Throughout their vocational training, the students find themselves in an environment set up specifically to promote learning. They have access to a program of study that is explained through teaching, technologies, materials, reference materials and so on. Students also have access to people who can guide them: the most important of these is the teacher, a role model and expert as well as a learning mediator. The learning experience is shared with peers, enhanced by the input of workers and loved ones; this support network is an asset that contributes to the development of competencies. Resources are part and parcel of the vocational training environment: they are made available to students and simulate the workplace in terms of facilities, layout, equipment, materials and so on. In a type of training in which practical learning is essential, it is crucial that students develop a functional relationship with the environment and become comfortable with it.

1.2 Acquiring new knowledge and know-how

In order to acquire new knowledge and know-how (knowledge, skills, attitudes, strategies, perceptions and so on) related to the competencies in their program of study, students must be proactive and interested. Being aware of internal and external resources, knowing how to use them, and recognizing that they are relevant to a given competency, training profile or qualifications, play an important role in the mobilization needed to acquire new learning.

The transfer of learning requires the proper and timely use of knowledge and know-how. In a learning situation, students participate in a variety of activities and perform different tasks, using their existing resources to add new knowledge and know-how. Once this knowledge and know-how have been assimilated, they become an existing resource. Thus, in order to act, perform a task or solve a problem at work or in everyday life, students use what they know, what they are and what they know how to do, in real time, in accordance with the leeway they have, with all the freedom, risk and judgment that it implies. They are required to make enlightened decisions, act with a view to achieving a certain level of autonomy and aim at a predetermined performance level. Transferring learning means being able to orchestrate a multitude of resources in order to act in a variety of complex situations.

At the cognitive level, mobilizing resources and the necessary knowledge and know-how means making and validating choices, processing information in order to endow it with meaning and relevance, making effective combinations, solving problems and so on. At the physical level, using tools, instruments and specialized devices requires a variety of skills, including dexterity, coordination and efficiency. At the social level, students mobilize and improve their skills when, for example, they work in a team and communicate effectively. At the personal level, they are attentive to others' needs and perfect attitudes that they already use in their interpersonal relationships, but the expectations placed on them will be greater in school and in the workplace.

1.3 Competencies in vocational training

Internal and external resources and new knowledge and know-how are the basis for acquiring competencies, but how are the different competencies involved in the practice of a trade or occupation formulated? How are competencies defined in vocational training? How are they integrated into a program of study?

In vocational training, the job analysis provides an overview of the main tasks and operations, skills, knowledge, attitudes, and so on related to a given trade or occupation. Competencies are formulated on the basis of these basic elements and associated with knowledge and know-how, which are then

mobilized in the performance of various activities, assimilated after a certain amount of practice, and applied in the context of the practice of a trade or occupation according to a given level of performance expected upon entry into the job market.

The definition of “competency” in vocational training

A competency is the ability to act successfully and evolve in order to adequately perform work-related tasks or activities, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

In a program of study, each competency⁵ is complete in and of itself, comprising a statement and elements, an achievement context and performance criteria. It is also accompanied by knowledge, skills, attitudes, perceptions and guidelines. More specifically, a competency:

- is applied in complex situations, each with its own specific characteristics and constraints in a given achievement context. The context provides information about the conditions for performing an occupational task or activity.
- indicates the level of complexity of the task or activity, formulated in terms of performance criteria. These criteria are associated with the elements of the competency or with the competency as a whole.
- is broad enough to cover one or more occupational tasks. It is a learning target distinct from the other competencies.
- involves several internal and external resources that will be used efficiently and at the proper time.
- is multidimensional, i.e. it is based on an integrated set of knowledge, skills, attitudes, strategies, behaviours and so on that provide indications about the resources that must be mobilized and that are recognized in society and the workplace as being essential to a given trade or occupation.

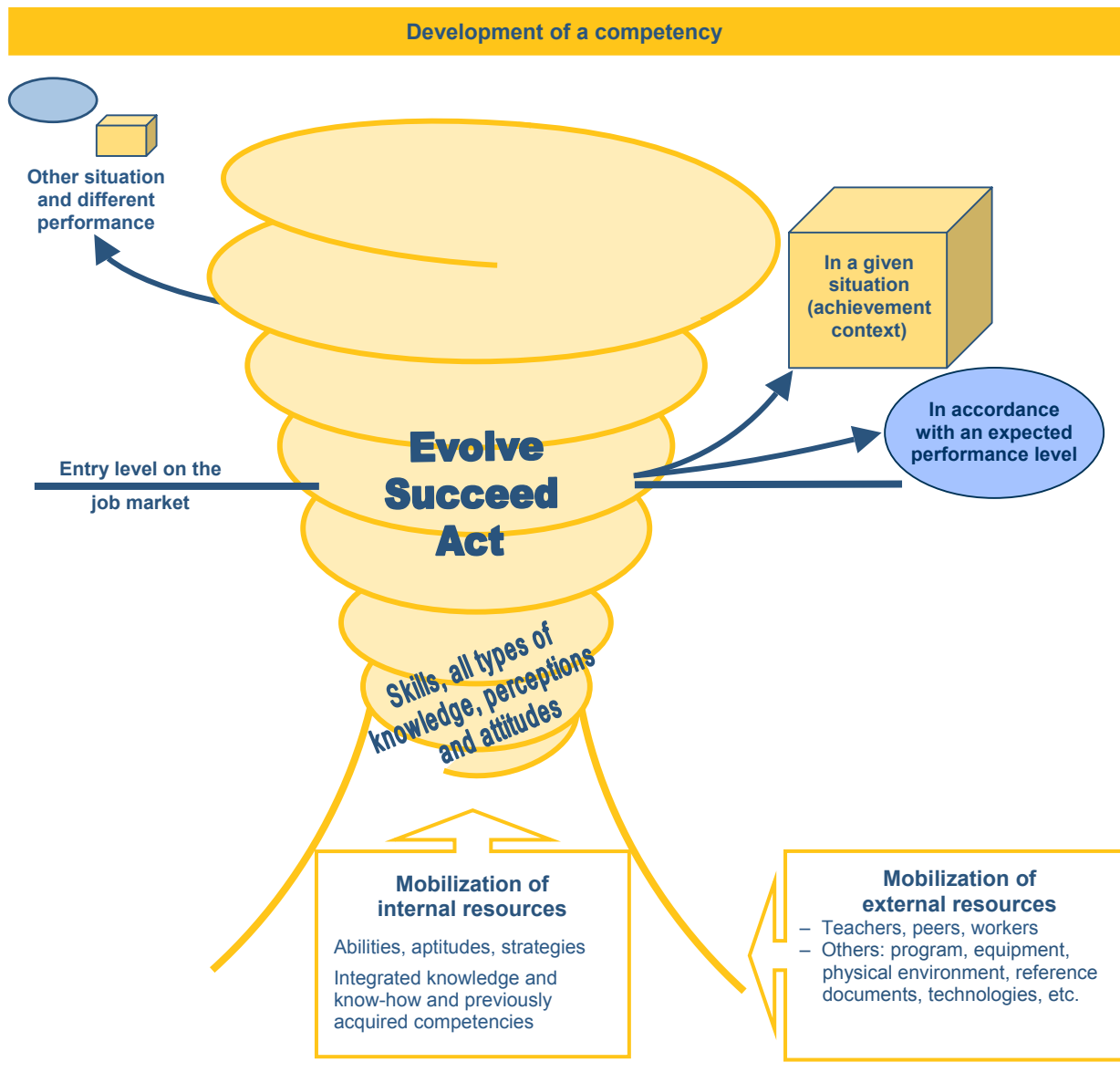
Developing competencies

Once they have performed tasks or activities in a variety of situations, students integrate the different potential and functional aspects of the competency in order to act successfully and evolve. They incorporate the learning needed to apply the competency at the expected performance level. In addition to acting, students are capable of succeeding, that is, successfully performing occupational activities and anticipating the results of the application of the competency. They can make progress or evolve, use new knowledge and know-how, transfer them to new situations and delve further into the development of the competency.

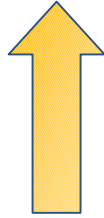
The following diagram illustrates the structure of a competency. In initial training, competencies are developed sufficiently for students to enter the job market; later, they continue to develop with experience, continuing training and other types of personal development. The diagram illustrates a

5. The components of a program of study are presented in Chapter 3. Each program also has a glossary that explains its different components.

competency with respect to the person developing it, as well as with respect to the concept used in program development.



Development model



Development of the competency beyond initial training (experience and continuing training)

Acquisition of the competency at entry level on the job market (initial training)

Mobilization of internal and external resources

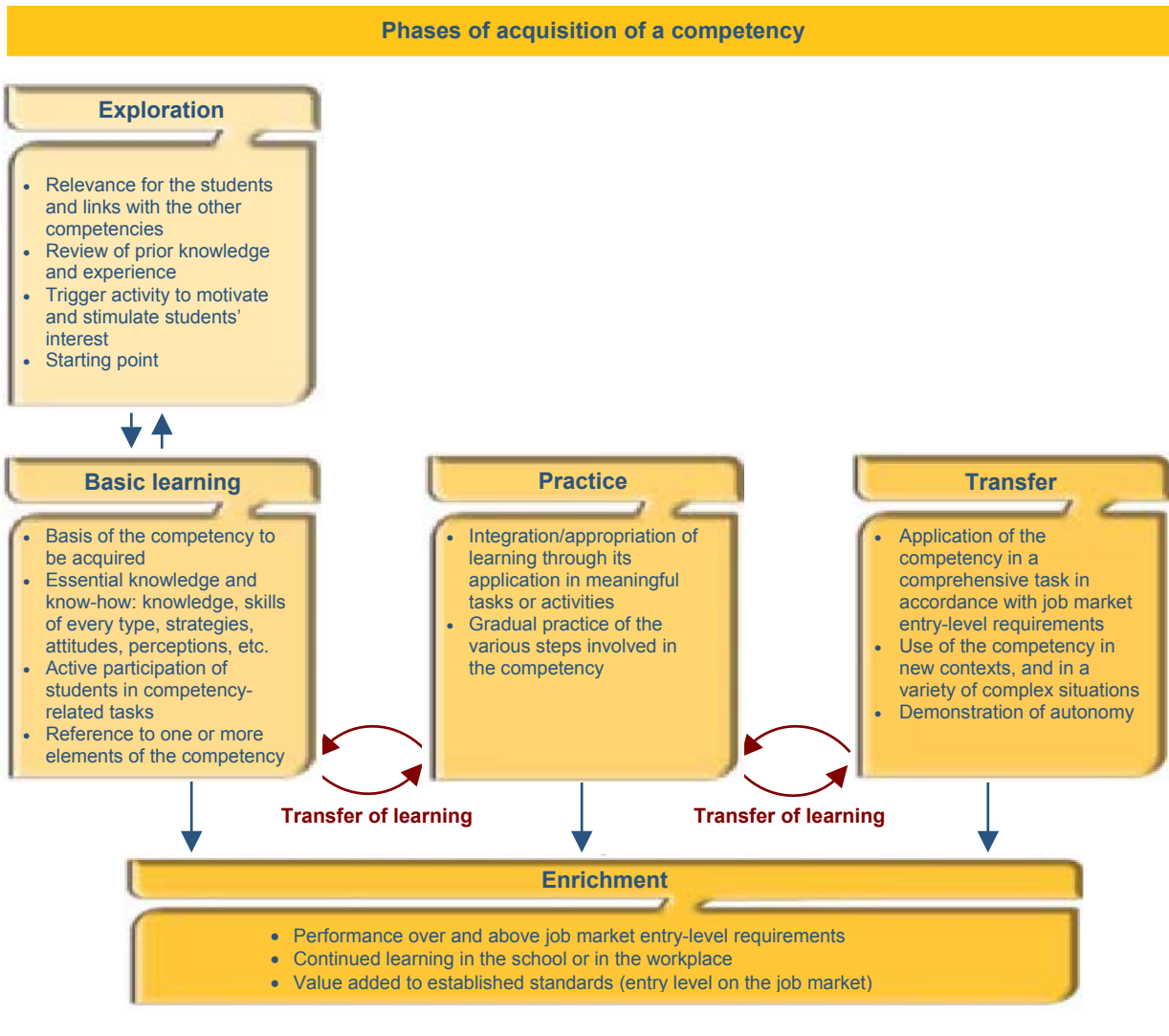
The ability to evolve and develop relies on the transfer of knowledge and know-how acquired in a variety of complex situations in accordance with open-ended requirements. This same ability contributes to personal and occupational development, including versatility, a major asset in the job market.

1.4 Acquiring competencies

Competencies are open-ended and, in order to acquire them, students must go through a number of stages. In educational terms, competencies are acquired in different phases. What are these phases?

Exploration, basic learning, practice and transfer are the phases involved in the acquisition of a competency. Depending on how they learn and incorporate the different dimensions of the competency, students will undoubtedly have to go back and forth between the phases. Of these four phases of acquisition, exploration is a good place for students to begin. After the basic learning, practice and transfer phases, there can be an enrichment phase, depending on the students' needs. From the outset, and throughout the acquisition process, students will require different types of support.

The following diagram illustrates the phases involved in acquiring a competency.



The dual role of transfer

It is important to note that the transfer of learning plays an ongoing role. It takes place gradually as the students move back and forth between their prior knowledge and know-how and their new learning. The *transfer of learning* occurs throughout the different phases of acquisition of a competency.

The *transfer phase* associated with the acquisition of a competency is part of an ongoing process in which students master basic learning and practise using competency-related knowledge and know-how. The transfer of knowledge and know-how takes place as the competency is applied in different contexts. It therefore involves the effective mobilization of both students and competency-related knowledge and know-how.

1.5 Development contexts

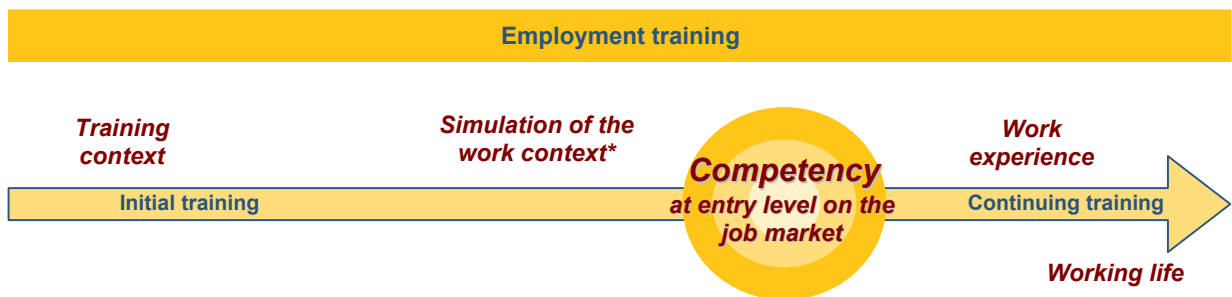
In initial training, competencies are developed in activities that consolidate their different elements in a variety of complex situations, in different achievement contexts, and in accordance with requirements that may become more stringent with new experiences or new learning. The ability to evolve is associated with the incorporation of the finer points of knowledge and know-how that enable students to apply the competency with autonomy and a certain amount of responsibility. At first, students need more help. Then, as they learn, they develop more and more autonomy in terms of performance standards expected in the job market. Later, with experience, they become still more autonomous, and more capable of assuming additional responsibility.

Training

In the training process, the work context is translated into complex, realistic learning situations. Practicums in the workplace, like work-study programs, offer students an opportunity to learn in their future work environment. These concrete opportunities are in line with the ultimate goal of vocational training, i.e. to prepare students to get a job, practise a trade or occupation and achieve the social and economic status of worker. Until then, the consequences of their career choice, its possibilities and difficulties, may not appear sufficiently real to the students.

Practising the trade or occupation and gaining experience

Workers whose level of proficiency in a competency is higher than that required at entry level on the job market are able to construct further learning since, with on-the-job experience, their skills will continue to improve. The same applies to their level of autonomy, responsibility, speed, dexterity and so on. Workers continue developing competencies at work, in continuing training or specializations. The organization of work may pose a challenge in terms of the need to adapt, changes in procedures, specialization, the supervision of other workers and so on. All of these situations can be challenging and provide the opportunity to further develop competencies and add to one's sense of fulfillment.



* Practice, practicums in the workplace and work-study programs

This chapter focuses on the two main players involved in learning: student and teacher. Each has a very specific role: students are involved in their learning and their environment, teachers intervene at the instructional level and support the students in their progress. These two roles are complementary and inextricably linked.

2.1 The student's involvement

With respect to career choice, in vocational training, the decision to go into a given trade or occupation is what prompts a student to enroll in a qualifying training program. There are a number of reasons for choosing a given trade or occupation: interests, aptitudes, values, needs, the influence of family and friends, etc. Ultimately, the motivation is to learn a trade or occupation and to get a job, with everything that it implies on the personal, social and economic levels, and in terms of initial and continuing training.

With respect to training, the mobilization needed to acquire new learning depends on the interest students have in their learning and the effort they invest. More motivated because they have chosen to commit to a given course, they can see the value of an activity and are able to evaluate their ability to perform it and to determine how they will achieve it. Being in control of their means and anticipating the consequences of their choices help them persevere in their decisions, “get on board” and add their own personal touch and goals. The meaning and purpose of a task or the meaning associated with the acquisition of a competency often makes all the difference in whether students enjoy learning and whether they succeed or fail.

With respect to learning, once they have chosen a trade or occupation, students are encouraged to participate actively in projects. To be committed means to show concern for the steps involved in acquiring the competency and to find meaning in their learning; it also means to take responsibility for achieving an objective and to find ways of succeeding. When they learn, students are able to use a variety of strategies, to find and choose their own solutions. They make the necessary adjustments, depending on the situation. The following are strategies they can use to integrate their learning. They can, for example:

- move back and forth between what they know and what they must learn
- rely on existing knowledge and know-how to construct new learning
- transfer skills they have mastered to new skills
- use information

- make verifications
- repeat actions
- ask for help or use reference materials

Thus, little by little, the students adopt a personalized learning approach that enables them to develop competencies with a higher level of responsibility. They become increasingly comfortable applying and integrating their learning into increasingly complex situations. Taking control helps students develop the autonomy associated with the competency and the teacher is there to support them in their acquisition of the competency.

The environment

The living environment and the “learning community” (i.e. the group), should help students become involved in their chosen course of action, especially since the training process is short and demanding. Students share doubts, questions and meaningful stages in their learning with others. They also share their successes and the difficulties encountered in performing the tasks and doing the exercises.

Because teamwork is a necessity in today’s workplace, it must be integrated into the learning situations. Teamwork allows students to learn while respecting others, encourages them to share with their peers and fosters mutual support. Students help each other solve problems and work together to produce objects, perform tasks and so on, adjusting their interactions in accordance with the learning activities.

The fact that vocational training groups together young people and adults allows them to share energy and experience. Teachers and collaborators in the workplace perform tasks and give them meaning in demonstrations, breakdowns and explanations. They are role models because of their experience, attitudes and occupational actions.

2.2 The teacher’s support

Teachers play an essential role in accompanying students in the learning of a trade or occupation. They recognize that students are responsible for their own learning process and help them develop analysis, synthesis, decision-making and self-evaluation skills. Teachers must create an environment conducive to learning and help create a dynamic in which the students construct their own knowledge and know-how. They are the ones who assimilate the program to be taught and who develop appropriate learning activities in order to help students acquire the expected competencies. They situate the competencies in the broader context of the trade or occupation in accordance with program requirements.

Pedagogical differentiation

Pedagogical differentiation is essential. It is important that students find meaning in what they are learning and establish relationships with what they are, what they know and what they know how to do. Learning activities can be experienced and assimilated in different ways, depending on a person's type of intelligence, personality, learning style, pace, need for hands-on experience, and so on. Age, as well as work and life experience, also influences the group dynamic. By taking these differences into account, teachers can regulate their approach by targeting the needs of each student, thereby increasing the chances of success.

Teachers must be flexible in order to enable the students to make an effort, while allowing them to make choices and develop their autonomy. They must consider the students' suggestions as they arise and set aside time for students to participate in enrichment activities involving projects based on shared interests. Teachers develop a variety of stimulating and flexible situations in response to students' needs, and accommodate relevant experiments and different activities (e.g. projects corresponding to the students' personal interests, a more in-depth study of different dimensions of the competency). They decide how they and the students can be creative, while respecting program and evaluation requirements.

Learning that will be used throughout the students' life, such as communication, teamwork, problem solving, the development of critical judgment or a methodical approach, deserves special attention. These concerns can be addressed as educational aims that help students develop, among other things, employability and versatility.

The educational aims in the program and in the school's educational project, and those selected by the teacher, can help the students develop high-level skills. The *Policy on the Evaluation of Learning* emphasizes language skills, which can be used to analyze jobs, give opinions, explain results, introduce aspects of culture and enhance personal resources. Communication is used to share thoughts, knowledge and know-how: the accurate use of language is a major target in vocational training. Students must take control of the development of key competencies that will serve them in both their personal life and their work life.

Guidelines concerning the pedagogical implications of the definition of “competency”

To integrate the various dimensions of a competency it is necessary to organize knowledge and know-how, as well as means of structuring learning. Knowledge and know-how are then more accessible and well-defined.

A competency makes it possible to satisfactorily perform work-related tasks and activities. For students to achieve the expected level of efficiency, they must be provided with tasks and situations that are representative of the trade or occupation.

The ability to act develops gradually, like mastery of the knowledge and know-how essential to a competency. This ability allows students to act successfully and evolve in different situations.

The ability to act and the action associated with a competency enable students to assess the results of the action and to convey them. The competency acquired allows them to anticipate results without having to perform the action.

Guidelines concerning the pedagogical implications of the multidimensional aspect of competencies

The ability to act implies autonomy and a certain level of responsibility. It requires that students be given opportunities to exercise autonomy and act in full awareness of their accountability for their actions or results.

The ability to act successfully implies efficiency and reproducibility. Students must be given many opportunities to apply the competency in whole or in part.

The ability to evolve requires that resources, knowledge and know-how or the competency itself be transferred and used in new situations. The competency continues to be developed after initial training has been completed.

In order to ensure reproducibility, the competency must be applied several times in different contexts, at a comparable performance level. It may be evaluated more than once, either formally or informally.



INSTRUCTIONAL PLANNING

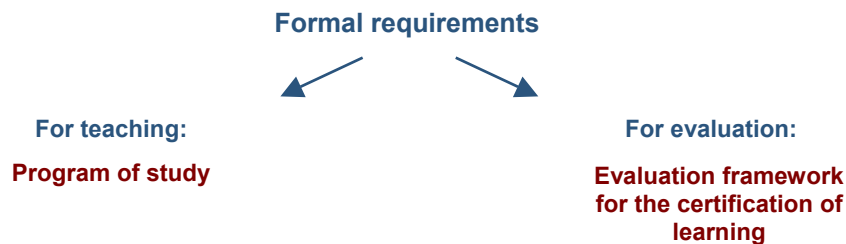
Whatever their level of experience, all teachers plan their teaching. How much planning is required may vary depending on the competency, the teacher or the class. Teachers must be aware of what is expected of them and of their students, of the time allotted to the competency and of its position in the program. They study and fully understand the teaching and evaluation requirements, and determine the knowledge and know-how to be acquired, the necessary teaching strategies and means of teaching and evaluating the competency. They also make sure that the necessary equipment, facilities and resources are available.

For the purposes of this document, instructional planning involves all of these steps, including all the preparations teachers make from the time they are informed that they will be teaching to the time when they interact with the students and review their evaluation and teaching performance. Instructional planning is based on initial projections and adjusted throughout the learning process in accordance with whatever situations arise. Of course, planning can be limited by time constraints; however, regardless of its extent, it remains important, since it guarantees effective teaching and better control of the environment. It also contributes to the teacher's sense of security and self-confidence, both valuable assets. In the final analysis, planning helps provide students with organized, coherent and exhaustive training.

Part II of this document contains an instructional planning model based on:

- an understanding of formal teaching requirements
- the phases of acquisition of a competency

The Ministère develops compulsory teaching and evaluation reference documents. Vocational training programs and evaluation frameworks for the certification of learning (evaluation specifications for certification purposes) are intended for educational institutions. They specify content, the materials required and the appropriate resources. Teachers base their activities on these prescriptive documents, which explain teaching and evaluation requirements. This chapter describes the main components of these documents.



In 2003, the format of vocational training programs and evaluation frameworks was updated and certain components were modified. The appendix contains conversion tables to help teachers compare the old format against the new one, and to help them understand the information in this document.

3.1 Compulsory aspects and leeway

Vocational training programs list the targeted competencies. Teachers are required to limit their teaching to the program. The program and evaluation framework for the certification of learning are described in the *Education Act*:

The Minister shall establish the programs for . . . elementary and secondary schools . . . and, if he considers it appropriate, the programs of vocational education. Every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of the students who receive the services.⁶

The different sections of the program are based on learning and certification requirements. Each educational institution develops learning and evaluation activities based on the program, which contains both compulsory components and components provided for information purposes, as does the evaluation framework for the certification of learning.

6. *Education Act*, R.S.Q., c. I-13.3, s. 461.

The following sections describe the different components of the programs and the evaluation framework. These reference documents contain all the information essential to the development of the competency.

3.2 Program of study

Program designers select the knowledge and know-how essential to the practice of a trade or occupation and to personal development at work. But what purpose does the program serve and for whom is it intended?

- The program lists the expected outcomes of the training and has a direct impact on the choice of learning and evaluation activities. It does not, however, include these activities, which, along with course content, teaching strategies and instructional approaches, are the responsibility of educational institutions and teachers. The program is a reference document for teaching, learning and evaluation.
- Evaluation instruments such as those designed to recognize prior learning and competencies are based on the program. To obtain recognition for their competencies, candidates must demonstrate that they have acquired the competencies by referring to program requirements.
- The program provides students and those seeking to make a career choice with an overview of the competencies needed to practise a trade or occupation. It also describes the achievement context of the trade or occupation and the performance level required to obtain certification.
- The program is also a reference document for instructional organization. Its implementation in educational institutions requires the mobilization of a certain number of human, financial and material resources, as well as space. These resources are selected in accordance with program requirements.
- To obtain a diploma, students must acquire all of the competencies in the program. The program is therefore a reference tool for the certification of studies. It enables the educational institutions responsible for implementing a particular program to offer comparable training to all students, with a view to maintaining equality, equity and justice.
- The program lists all of the competencies required to practise the trade or occupation at entry level on the job market. It is a prime source of information about the trade or occupation and its requirements.

Teachers must thoroughly understand the program in order to do the necessary instructional planning. The front matter of the program contains essential information, for example:

A vocational training program is a coherent set of competencies to be acquired. . . . It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.⁷

The program contains different components, most of which are easy to understand. For example, the program goals and educational aims describe the trade or occupation in terms of both training and actual practice in the workplace. The goals consist of the expected outcome at the end of training, as well as a brief description of the trade or occupation, and include the general goals of vocational training. The educational aims help guide teachers. They specify the appropriate teaching strategy for contextualizing students' learning, along with the personal and vocational dimensions of their future role of workers.

The grid of competencies gives an overview of the program. It illustrates the competencies in a logical progression in terms of the learning to be acquired. It shows the relationships between all of the program's competencies. The suggested logic diagram⁸ helps teachers identify competencies that are prerequisite to others and those that can be acquired concurrently.

The program also includes competencies that reflect actual work situations corresponding to the trade or occupation and its foreseeable development. The competencies are placed in an achievement context and specified in terms of expected performance levels. The competencies are translated into behaviours or situations and are either general or specific. Specific competencies are closely related to one or more occupational tasks, while general competencies are related to meaningful and important work-related activities. The competency-related knowledge, skills, attitudes, perceptions and guidelines formulated in the program specify what the students are expected to learn in relation to an element of the competency or the competency as a whole. The knowledge, skills, strategies, attitudes, perceptions and so on will be applied in the workplace.

7. This definition appears in every vocational training program published since 2004. It will be modified shortly in order to remove the concept of "module" and in order to update the definition of "competency" as it appears in this reference framework.

8. The logic diagram can also present the teaching sequence. It is included for information purposes in the instructional planning guide. In some cases, educational institutions may develop their own logic diagram based on the Ministère's suggestion. This allows them to adapt the order of the competencies to their specific possibilities and constraints.

In a program of study, the statement and elements of the competency, the achievement context, the performance criteria and their counterparts in situational objectives are compulsory. These components of the program and the evaluation framework for the certification of learning appear on page 27.

Behavioural Competency⁹

Statement of the Competency

- Indicates the final outcome to be achieved by the students.
- Gives an overview.

Achievement Context

- Identifies and reflects the situation in which the competency is applied in the workplace.
- Specifies the type of equipment, instruments, reference materials, rules and so on specific to the trade or occupation.
- Presents situations to be reproduced for learning purposes.

Elements of the Competency

- Describe the competency in terms of specific observable and measurable behaviours.
- Correspond to actions representing an actual occupational task or activity.
- Make up the major steps or describe the main components of the targeted competency.
- Are based on a process or product.

Performance Criteria

- Define requirements for the purpose of judging whether the competency has been acquired (e.g. quality, time needed, rules, attitudes).
- Specify the expected performance level.
- Accompany each element of the competency or are related to the competency as a whole.
- Provide details and guidelines for the development of learning and evaluation situations.
- Refer to observable and measurable dimensions.

Suggested Competency-Related Knowledge, Skills, Attitudes and Perceptions¹⁰

- Define the essential and meaningful learning the students must acquire in order to apply and develop the competency.
- Are the basis for the development of learning activities.
- Include the knowledge and know-how applicable in actual work situations.

Guidelines

- Provide information about the scope and limits of the knowledge, skills, attitudes and perceptions to be addressed.
- Specify either the field of application or the degree of complexity of the knowledge, skills, attitudes and perceptions.
- Identify the most relevant aspects of the knowledge, skills, attitudes and perceptions.
- Present a selection of knowledge, skills, attitudes and perceptions to be acquired during learning and evaluation activities.

9. Québec, Ministère de l'Éducation, Formation professionnelle et technique et formation continue, *Program Development: Vocational Training, Program Design and Development Guide* (Québec: Gouvernement du Québec, 2003), p. 29 to 40. To clarify matters, we have interpreted how these elements can be used by teachers.

10. For both behavioural and situational competencies, the suggested competency-related knowledge, skills, attitudes, perceptions and guidelines are provided for information purposes only. The other components are compulsory.

Situational Competency¹¹

Statement of the Competency

- Presents a synthesis of the competency to be developed.
- Indicates the targeted learning.
- Represents the focus of the learning process.

Elements of the Competency

- Establish the essential aspects of the competency.
- Present the focus of the competency.
- Address the competency rather than phases of the learning situation or learning activities.
- Lead to results that may vary from one student to the next, although the objective remains the same.
- Provide guidelines for the learning context.
- Specify the targeted learning.
- Provide guidelines for the planning of learning and evaluation activities.

Learning Context

- Presents an outline of the learning situation divided into three phases: information, participation and synthesis.
- Provides guidelines for the implementation of the learning activity.
- Describes the educational situation enabling students to develop the targeted competency.

Instructional Guidelines

- Provide reference points and means to ensure that learning takes place.
- May include guidelines for learning, guiding students or ensuring instructional or material organization (e.g. space available, practical means).

Participation Criteria

- Accompany the information, participation and synthesis phases of the learning context.
- Describe participation requirements throughout the learning process.
- Focus on observable aspects of the students' involvement in the learning process.
- Make it possible to judge the quality of the students' participation and to infer whether or not they have developed the competency.
- Make it possible to establish evaluation criteria for the statement and elements of the competency.

Suggested Competency-Related Knowledge, Skills, Attitudes and Perceptions¹² Guidelines

- | | |
|--|--|
| <ul style="list-style-type: none">• Define the essential and important learning that the students must acquire in order to apply the competency.• Are the basis of the competency.• Include knowledge, skills, attitudes, perceptions and strategies applicable in actual work situations. | <ul style="list-style-type: none">• Provide information about the scope and limits of the knowledge, skills, attitudes and perceptions to be addressed.• Specify either the field of application or the degree of complexity of the knowledge, skills, attitudes and perceptions.• Identify the most relevant aspects of the knowledge, skills, attitudes and perceptions.• Present a selection of knowledge, skills, attitudes and perceptions to be acquired during learning and evaluation activities. |
|--|--|

11. *Program Development: Vocational Training, Program Design and Development Guide*, p. 35 to 37. To clarify matters, we have interpreted how these elements can be used by teachers.

12. For both behavioural and situational competencies, the suggested competency-related knowledge, skills, attitudes, perceptions and guidelines are provided for information purposes only. The other components are compulsory.

3.3 Evaluation framework for the certification of learning

The evaluation criteria based on the program's performance criteria are compulsory. They are set out in the evaluation specifications for certification purposes. For information purposes, the evaluation framework also includes a description of the examination or a description of participation, as well as an evaluation form.

Evaluation specifications for certification purposes

These specifications provide essential reference points for evaluation for certification purposes, based on the program's performance criteria. Each evaluation criterion indicates the performance level expected of the students in the selected activities, and is associated with an indicator, which presents the aspect to be evaluated.

The following tables describe each component of the specifications for behavioural and situational competencies.

Evaluation specifications for a behavioural competency

Statement of the Competency

Exact formulation of the statement of the competency in the program

| Elements Retained | Indicators | Evaluation Criteria | Mark |
|---|---|---|--|
| <ul style="list-style-type: none"> • Present the essential and most important aspects of the competency. • Make it possible to demonstrate the acquisition of the competency. | <ul style="list-style-type: none"> • Present what aspect or how an element is to be evaluated. | <ul style="list-style-type: none"> • Specify the expected performance level with respect to each indicator. • Are selected from among or are based on the performance criteria. | <ul style="list-style-type: none"> • Indicates the relative weight of each criterion and indicator. |

Minimum performance standard: Indicates the number of marks necessary to demonstrate that the competency has been acquired in accordance with job market entry-level requirements.

Pass/Fail condition: Indicates the priority of certain performance criteria over others, over and above the minimum performance standard. For example, “Observes safety rules,” “Observes the rules of hygiene and asepsis.”

Evaluation specifications for a situational competency

Statement of the Competency

Exact formulation of the statement of the competency in the program

| Situations Retained | Indicators | Evaluation Criteria | √ |
|--|--|--|--|
| <ul style="list-style-type: none"> • Present the essential and most important aspects related to the acquisition of the competency. • Are taken from or based on the competency. • Are educational situations in which students develop the competency. | <ul style="list-style-type: none"> • Present the aspect of the situation to be evaluated. | <ul style="list-style-type: none"> • Are related to the situations and participation criteria. • Provide information about each indicator and how it should be evaluated. • Are used to judge students’ performance in the development of the competency. • Make it possible to infer whether the competency has been acquired. • Specify which participation criteria must be successfully achieved. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Minimum performance standard: Indicates the total number of participation criteria to be met for the competency to be deemed acquired.

Pass/Fail condition: Indicates the priority of certain performance criteria over others, over and above the minimum performance standard. These criteria are checked off.

Description of the examination or description of participation and evaluation form

The description of the examination or the description of participation is intended to illustrate the level of complexity expected at the time of evaluation. It specifies expectations and helps teachers develop valid examinations that measure what they are intended to measure. It is based on the requirements of the evaluation or participation criteria set out in the specifications. It presents the characteristics of the task to be performed and the conditions under which it is carried out. The duration of the examination and the number of students are provided for information purposes only, since these parameters are to be set by the educational institution.

The evaluation form enables teachers to record relevant observations directly related to the competency evaluated and the result obtained for each of the criteria. It includes:

- the indicators
- the criteria retained
- the result (yes/no)
- the mark
- the minimum performance standard (in the form of a mark or requirements)
- the pass/fail conditions
- tolerances,¹³ if applicable
- explanations, focuses of observation and other comments, if applicable

3.4 Using the program and the evaluation framework for the certification of learning

Learning and evaluation activities must be based on the program. It is often necessary to establish relationships between learning already acquired and learning to be acquired in order to ensure the coherence of new learning. In the formulation of a competency, the elements are generally presented in the order in which they would come into play in the performance of a task or activity, but this does not mean that learning must take place in the same order. All of the components of a competency must be taken into consideration when planning teaching and evaluation activities to support learning. Teachers must understand the characteristics and scope of each competency, as well as its potential and operational aspects.¹⁴ They must identify what the students need to develop for each competency.

13. These tolerances indicate the margin of error deemed acceptable in the demonstration of the competency. When indicating tolerances in the course of learning, it is necessary to take into account the students' level of proficiency and the improvement that will be made with further practice. Requirements are less stringent at the beginning of the training process than at the end.

14. See the definition of "competency" in Chapter 1.

The performance criteria associated with the competency indicate the scope of the learning to be acquired and make it possible to determine whether the competency has been acquired at the expected performance level. All of the program's performance criteria must be evaluated to support learning. They are the basis of the evaluation specifications for certification purposes.

The following table presents the compulsory and suggested components provided by the Ministère de l'Éducation, du Loisir et du Sport.

| Compulsory and suggested teaching and evaluation components | | |
|---|--|---|
| Publication | Compulsory Components | Suggested Components |
| <i>Program of study, as a framework for teaching</i> | Behavioural competencies: <ul style="list-style-type: none"> statement of the competency elements of the competency achievement context performance criteria Situational competencies: <ul style="list-style-type: none"> statement of the competency elements of the competency learning context participation criteria instructional guidelines | Competencies: <ul style="list-style-type: none"> competency-related knowledge, skills, attitudes and perceptions guidelines Program goals Goals of vocational training Educational aims Grid of competencies Definitions and other general elements, including the duration and logical order of competencies |
| <i>Evaluation framework</i> | Evaluation specifications: <ul style="list-style-type: none"> situations or elements retained indicators and evaluation criteria marks awarded to evaluation criteria or criteria needed to meet the minimum performance standard minimum performance standard pass/fail conditions (if applicable) | Description of the examination/participation and its different components Evaluation form: observation elements and tolerances (over and above the compulsory evaluation criteria) |

Guidelines for understanding evaluation specifications for certification purposes

During the learning process, the program is used as a reference.* During certification, the evaluation criteria in the specifications are used as a reference.

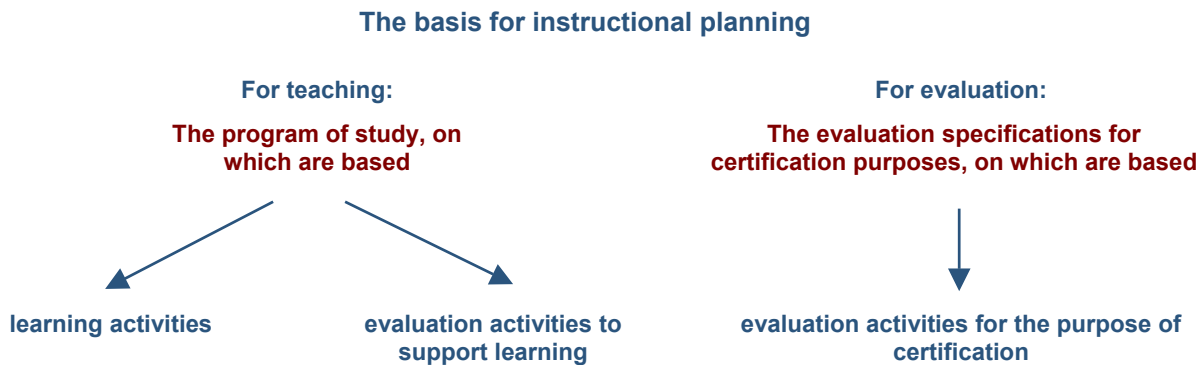
The indicators and evaluation criteria selected are those that are the most meaningful. However, they are limited in number and do not include all the performance criteria in the program.

Examinations for the certification of competencies are based on the specifications. The specifications are compulsory, and require formal evaluation.

Competencies must be evaluated under conditions that resemble those in the job market as closely as possible.

* Before a competency is certified, it is determined whether the students are able to transfer it to more than one occupational task.

Having analyzed the teaching and evaluation references, teachers are now ready to plan and implement learning and evaluation activities¹⁵ in line with the program. Let's take a look at the basic instructional planning tools and the related development activities.



4.1 Developing learning and evaluation activities

Teachers list a variety of learning activities based on the different components of the program. These activities could be used to develop knowledge and know-how, thereby constructing the action underlying the application of the competency. The objective is to apply the competency in learning situations involving tasks performed under conditions that resemble very closely those in the workplace. A number of approaches are possible:

- One approach consists in addressing each element of the competency with a view to applying the entire competency later on, in a comprehensive task. This approach makes it possible to address knowledge and know-how or elements of the competency in less complex situations. The activities could involve the performance of certain operations or subtasks in accordance with a predetermined performance level. Gradually, requirements increase, as the students construct their knowledge and know-how and transfer them to different contexts.
- Another approach consists in presenting the competency in a complex situation or comprehensive task in order to gradually identify the simpler elements and underlying knowledge and know-how. Once the competency has been broken down and examined (e.g. design plan, list of components, knowledge and know-how), the overall competency is addressed once again, either during the

15. Learning activities are intended to help students acquire learning in order to develop the competency in question. They can be prepared for one or more elements of the competency or for one or more competencies.

learning process or at the end of it. Activities associated with comprehensive tasks are very important to ensure that learning is transferred to the application of the competency and integrated into occupational activities and to make it meaningful.

Content of learning and evaluation activities

Teachers have considerable leeway in terms of methods and strategies: they can determine how best to address a competency on the basis of the program's compulsory components. Project-based learning, problem-based learning and cooperative learning can all be used to help students acquire competencies. Some activities are better suited than others for placing students in stimulating and contextualized learning situations. Teachers develop materials based on the list of learning targets, and the requirements they define focus on the development of the competency and on verification of its acquisition. By providing a variety of complex learning situations, teachers can prepare students to transfer knowledge and know-how to the practice of occupational tasks.

Possibilities and constraints

Developing learning activities consists in determining the targeted knowledge and know-how, and briefly describing each task, along with its requirements and their sequence, as well as the necessary resources and those that are most efficient. The physical environment provides a range of opportunities, each with its particular possibilities and constraints. Teachers should ensure that the planned activities can be performed with the equipment and facilities available, and select the most cost-effective means¹⁶ to support learning, taking into account the practice needed to acquire the competency. They should consider not only feasibility, but also how long the equipment will be needed, the availability of perishable and non-perishable raw materials, and the efficient use of practice sites such as workshops, workstations and laboratories.

When developing a task, teachers can foster the development of the competency through the use of a process, a product, knowledge and know-how or participation. Some factors may influence their choices, such as the nature of the task, the number of students, the quality of relationships, the availability of essential materials, information-gathering tools, the work environment, and the amount of time required for evaluation or the development of examinations. It is essential to determine the key moments of the learning and evaluation process in advance, as well as the related evaluation criteria.

16. The efficient use of materials, equipment and space must be a factor in the application of the competency, since it concerns both student and worker. Respect for the environment, absence of waste and efficiency are all appreciated in the job market.

For teachers, helping students develop the competency means finding time for teaching, learning and evaluation activities. They must plan the best and most realistic sequence of activities in accordance with the number of hours associated with the competency in the program.¹⁷ The number of hours allotted to each learning activity and for evaluation to support learning and to recognize competencies should be determined at the outset in order to ensure ample time for learning and evaluation. The students should be informed of the tasks and the amount of time allotted to them. Planning should be flexible, so that the schedule can accommodate additional explanations or demonstrations. Remedial and enrichment activities should also be planned in advance.

Integration and transfer of learning

Educational activities take into account the integration of learning and its transfer to new situations: they involve exercises, problems and so on. They propose different situations at an increasing level of difficulty. For tasks specific to the trade or occupation, it is necessary to provide different learning contexts in order to enable the students to construct and efficiently mobilize the necessary knowledge and know-how in the time allotted.

Students develop better control of their learning when provided with a variety of support measures. For example, teachers can provide them with different workshop exercises, case studies, explanations and demonstrations, additional assignments and reading. Students can be asked questions about the exercises as they are doing them, about products, learning content or the use of strategies. All of these are planned and offered as complementary, corrective or remedial measures.

When planning activities, teachers include tasks involving different levels of difficulty, allowing the students to refine and add to their knowledge and know-how. They also make an effort to meet the needs of students who learn more quickly or who have previously acquired resources and learning.

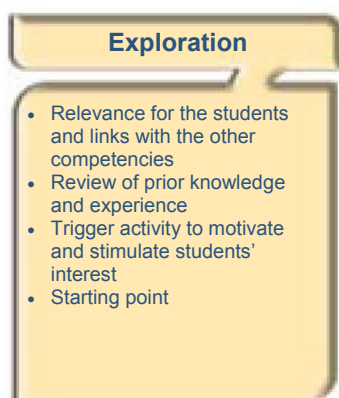
Learning activities should help students progress in the development of the competency. When the elements selected for evaluation for certification purposes have been acquired, it can be inferred that the competency has been acquired and it can then be recognized and certified.

17. The number of credits awarded once the competency is certified depends on the amount of time allotted to training. In education, teaching time is related to the average amount of time students need to acquire the competency. The time indicated for each of the competencies is not compulsory, but is helpful in organizing training and in determining how the program is financed by the Ministère.

At the end of the course, students are called upon to perform a comprehensive and complex task involving different types of learning. Before evaluating the competency for certification purposes, the teacher should ensure that the students are able to transfer their knowledge and know-how to a different context or to a situation equivalent to those encountered in the previous steps of the learning process. It is crucial that they acquire the essential aspects of the competency, i.e. what is essential to the practice of the trade or occupation.

Planning activities and the phases of competency acquisition

The systematic organization of planning is based on the competency acquisition process. However, flexibility is important at the teaching stage. The logic behind the phases of competency acquisition is based on the student as learner. The phases are incorporated into the teacher's planning so that students receive the appropriate guidance. Although the phases are presented in a logical order, they are not necessarily linear. Students can move back and forth between them during the learning process.



Exploration

Exploration is a first step in the application of a competency; it situates the goals to be attained. It is an opportunity for students to understand the relevance of the competency to the trade or occupation, to mobilize their resources and to get started. Exploration is the cornerstone of the competency. In the time devoted to exploration, students can establish relationships with their own resources and begin a process that is, or is soon to be, meaningful.

At the outset, students are called upon to explore¹⁸ the competency and, to support this exploration, the teacher defines the occupational activity or comprehensive task that best represents what workers do when they apply the competency. The teacher selects a learning activity, which may be divided up according to the learning process, or defined in terms of a real situation or specific tasks in the workplace (e.g. problem, case study).

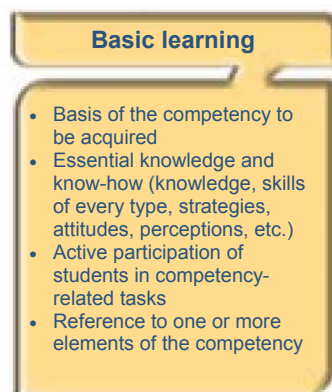
The tasks selected by the teacher for the exploration phase should be consistent with the elements of the competency in accordance with the predetermined minimum performance standard. Information and observation activities are appropriate at this stage.

18. The exploration phase addresses the relevance of the knowledge and know-how the students must construct and motivates them, but it is not always necessary to begin with this phase.

During exploration activities, the teacher can explain the relevance of the competency in relation to the competencies that have come before and those that will follow, and put it in perspective in terms of the trade or occupation. The steps involved in the task can also be integrated into the learning process in order to gradually accustom students to a certain routine. The grid of competencies can be used to present the program as a whole, closely related to the trade or occupation.

The teacher should create an environment that reflects as closely as possible situations in which the competency is applied in the workplace. He or she can have the students handle materials, become familiar with equipment, do research on the Internet, participate in learning situations and role-playing and listen to guest speakers. From the outset, students should be made aware of the essential aspects of the competency.

Students need to find meaning in what they are being taught. It is therefore important to go over the steps involved and to define the knowledge and know-how to be developed. The teacher may propose a review of previously acquired knowledge and know-how to be associated with the new learning. A diagnostic evaluation¹⁹ can help identify the students' prior learning and needs. The same evaluation can be repeated throughout the learning process in order to verify whether the students understand the trade or occupation and to check the relationships they have established with the competencies they are acquiring or have already acquired. Learning is integrated and transferred to the students' internal resources²⁰ throughout the process. Moving back and forth between teaching and prior learning makes it possible to adjust the process in accordance with students' needs, i.e. to regulate teaching and learning.



Basic learning

- Basis of the competency to be acquired
- Essential knowledge and know-how (knowledge, skills of every type, strategies, attitudes, perceptions, etc.)
- Active participation of students in competency-related tasks
- Reference to one or more elements of the competency

Basic learning

The elements of the competency and the related knowledge, skills, attitudes, perceptions and guidelines included in the program are used to select the basic learning. The teacher must identify the knowledge and know-how the students need to develop, namely those proposed in the program, and those he or she deems relevant to the stated competency and its requirements. He or she must identify the students' areas of interest, determine the learning sequence of each element of the competency and plan related activities.

19. Diagnostic evaluation is presented in more detail in Section 4.5.

20. The competency must be based on the mobilization of internal resources, to which further learning will be added as it is integrated.

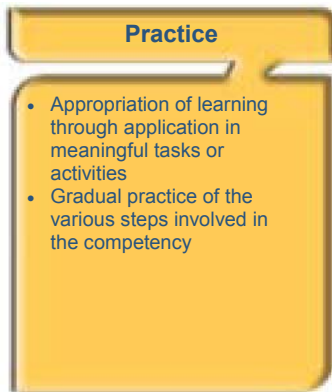
The proposed activities encourage students to process the information received and to take action in order to construct additional knowledge and develop additional skills. The organization of the physical environment can help facilitate the transfer of learning to more practical activities involving the application of skills, processes, strategies and so on. Learning situations can be varied, but it is important to explain how the competency will be addressed.

Because competencies are multidimensional, learning and evaluation are based on all of the related knowledge and know-how. The selection of essential knowledge and know-how is essential, since these are the basis for the performance of occupational tasks. They include:

- knowledge: application of concepts and principles related to subject areas (math and science), technology, social studies, etc.
- skills:
 - motor and kinesthetic skills: performance; dexterity; coordination; operation of machines; use of tools, objects, instruments and specialized equipment; observance of health and safety rules; etc.
 - cognitive skills: problem solving, decision making, explanation of operating modes and principles, etc.
 - social skills: establishment of relationships with others (ethics, quality of relationships in the workplace), communication, motivation and instruction, demonstration, explanation, etc.
- strategies: methods, means, processes, mental images, reference points, conceptual network, etc.
- attitudes: general behaviours, understanding of their own feelings and emotions, perceptions of interests and aptitudes, resolution of internal conflicts, ways of acting and being, etc.
- perceptions: intelligent awareness of the world; recognition by sight, sound, smell, touch and taste; impressions; etc.

With the competency to be developed in mind, the teacher should establish links between basic learning and elements of other competencies through content reviews, associations, images, etc., and by associating theory with practice at work or in everyday life. The activities can involve having the students do demonstrations; perform tasks; work in teams; produce diagrams, tables and simulations; do research; prepare presentations using a computer and so on.

It is important in education to alternate theory and practice and to regularly associate content reviews with the occupational task or activity selected for the practice phase.



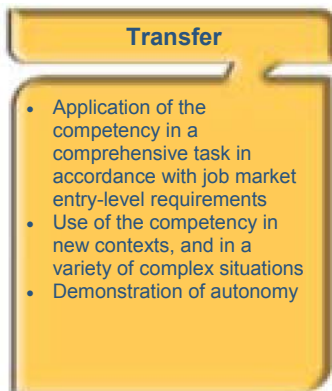
Practice

Over the course of their learning, students are required to establish relationships between the different elements of the competency and to situate the competency in its context. The teacher presents the competency in a variety of situations, describing working conditions. These situations allow the students to integrate their learning and to practise in order to anchor their knowledge and consolidate their learning.

Practical exercises associated with the performance of certain occupational operations can help develop and refine skills. In addition, they foster the use of knowledge and know-how in situations at the same level of difficulty. As students develop the competency, they could, for example, be put in situations involving problem solving,²¹ the use of new learning in conjunction with knowledge and know-how they have mastered, or repeated or increasingly complex actions. The teacher reviews the learning and provides students with additional information, asks questions and proposes corrective measures and strategies for analysis. In an effort to help the students learn, he or she supports their progress, evaluates them and informs them of their results. The information gathered enables the teacher to evaluate results and to regulate his or her teaching and the students' work. Knowledge of their results can sustain students' level of interest and encourage them to make an effort.

The use of knowledge and know-how in meaningful tasks or activities is as important here as in the exploration phase. Moving back and forth between what has been learned and what is still to be learned facilitates the transfer of learning. In this phase, activities can involve role-plays, repetition, teamwork, presentations using different technologies, etc., and usually take place in the workshop, at a workstation or in the laboratory, depending on the trade or occupation in question.

21. Problem solving could have been introduced in the exploration phase. There is no key moment for presenting problems closely related to those encountered in the workplace. However, the level of difficulty of the problem may increase as the competency is developed. It all depends on whether a simple, complex, general or specific approach is used.



Transfer

In order for the transfer of learning to take root in the action, success and progression expected in the job market, students must have integrated the knowledge and know-how needed to apply the competency in accordance with job market entry-level requirements. Having students perform a comprehensive task without assistance in different contexts will help the teacher judge whether the students have acquired the competency. To do this, the teacher must identify situations encountered at entry level in the job market that require a certain amount of autonomy.

First, the teacher specifies expectations and possible variables; like in the practice phase, he or she can propose more complex learning situations up to the required level of difficulty. In order to help students in their learning and evaluation, the teacher provides suggestions to get them to reflect on their approach, the organization of work, the steps involved in the performance of the task or the results of their participation in the task.

The activities can be performed at a workstation, in the laboratory, in the workshop, in a practicum in the workplace or in the community. The situations can be entirely new and require closer collaboration, the effective use of knowledge for problem solving, different materials, greater speed and dexterity, or better finishing techniques. The teacher may ask students to do demonstrations, explain the anticipated results of their actions, carry out original projects, produce objects, attend different workshops and so on.

The activities should help students develop the competency and apply it in its entirety in a variety of comparable contexts. The criteria or observation focuses for the students' self-evaluation enable them to analyze their work throughout the activity. Students must evaluate themselves and consult the teacher and their peers, as needed. They need to pursue and further their learning in order to establish the necessary links, improve their performance and succeed. For each new work situation, the teacher provides a formal or informal evaluation activity²² to determine whether the students have transferred their new knowledge and to ensure that they are making progress in their learning.

22. The evaluation can be done informally, while the students are applying the competency, or it can be done more formally, with an evaluation instrument and at a specific time. Evaluation for certification purposes is always formal.

In this phase, the competency is demonstrated in different situations, with the necessary ease and autonomy. Students no longer need to be supervised when applying the competency. Having finished the learning process and acquired the competency in accordance with job market entry-level requirements, they can be evaluated for certification purposes. When it appears that there is no transfer of learning and that different dimensions of the competency still require work, the teacher provides the necessary support measures. If the competency can be further developed and new knowledge and know-how constructed, it can be enriched. Later on, in Section 4.2, the diagram entitled “Evaluation to Support Learning” shows how evaluation fits into the acquisition of a competency.

Enrichment

Enrichment allows students to pursue their learning beyond expected performance levels, regardless of the phase of acquisition of the competency. It can be seen as added value in terms of the learning shared by all students, or as in-service or continuing training. Enrichment activities can, for example, help students broaden their understanding, improve a product, or perform a task more quickly or with more autonomy. Students can be asked to coordinate several actions at once or to perform in a wide variety of situations.

Guidelines for choosing learning activities

Make sure that the learning activities chosen are relevant to the element of the competency. Start with meaningful activities that will help the students situate the competency.

Vary the learning activities so as to stimulate the students' interest. Suggest cooperative learning, problem solving, projects, etc.

Alternating practical activities with theory enables students to transfer their learning. There should normally be more practical activities than theory.

Take conditions and constraints into account: facilities, available equipment, cost of resources, time available, learning rate, etc.

Guidelines for supporting learning

Place the students at the centre of the learning process and accompany them in their learning.

Remind students of the importance of mobilizing internal and external resources so that they participate effectively in their own learning.

Understand and bear in mind the characteristics of each phase of competency acquisition and how they interact, and move back and forth between them with the students.

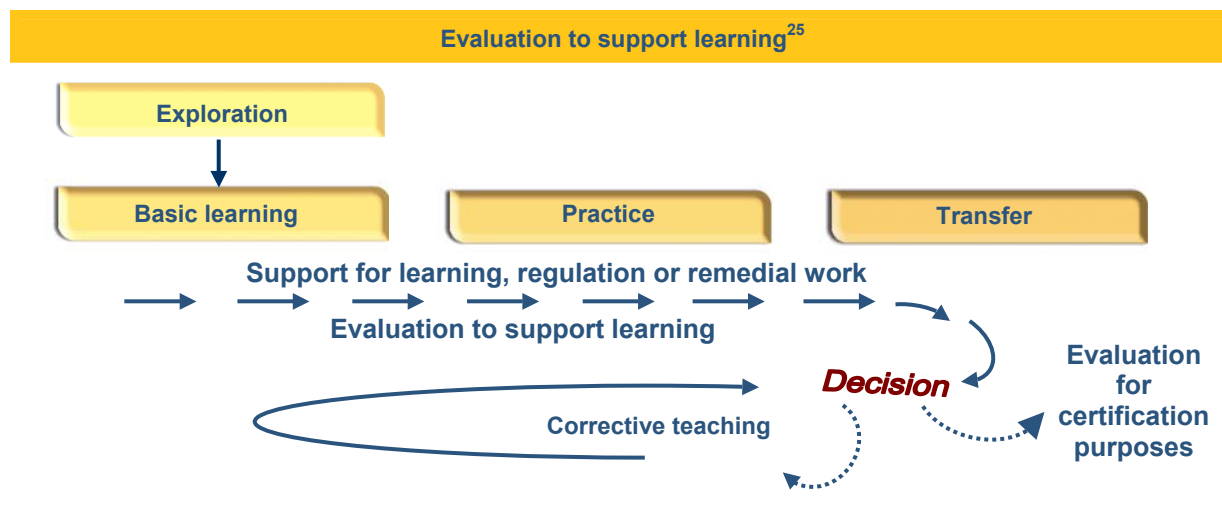
Make sure that students are integrating and transferring their learning by gathering the necessary information and verifying their progress. Provide the necessary support.

4.2 Evaluation to support learning²³

“Evaluation is the process whereby a judgment is made on a student’s learning on the basis of information gathered, analyzed and interpreted for the purpose of making pedagogical and administrative decisions.”²⁴ This definition emphasizes two purposes of evaluation: support for learning and recognition of competencies. Evaluation is carried out throughout the learning process. On the one hand, it helps the teacher, who gathers information on a regular basis in order to regulate his or her teaching in accordance with the students’ needs and, on the other, it helps students adjust their efforts in accordance with their self-evaluation and the information they are given.

Students receive support in their learning. By establishing reference points, gathering information and evaluating needs, the teacher can help them see what points need improvement over the course of their learning. The teacher must be able to infer whether the students are on the road to success and, more specifically, whether they will pass or fail the certification examination. A decision must be made in order to help those students who are unable to perform at the expected performance level.

The following diagram illustrates the phases of competency acquisition in relation to evaluation to support learning and evaluation to recognize competencies. It shows the importance of interpreting results and making a professional judgment as to whether the competency has been acquired.



23. Formative evaluation is used to help students progress in their learning, while summative evaluation is used at the end of an important step to determine whether the students are ready to be promoted or certified.

24. *Policy on the Evaluation of Learning*, p. 25.

25. This section deals exclusively with evaluation to support learning. Evaluation for certification purposes is addressed later on, as is evaluation that fulfills both functions.

Depending on the students' progress, the teacher can offer various forms of support. He or she must take action and make one of the following decisions:

- The student is ready for the certification examination, given his or her mastery of the competency in accordance with job market entry-level requirements, in which case the student takes a certification examination.
- The student is not ready for the examination, since he or she risks failing. The teacher then attempts to improve the student's chances of succeeding by dispensing corrective teaching before having the student take the certification examination. The student can then acquire the learning needed to develop the competency.

Planning evaluation and learning activities at the same time helps ensure consistency. By referring to the phases of acquisition of a competency, the teacher can determine when to schedule regular evaluations to verify the integration and transfer of learning. Spontaneous or informal evaluations can be used alongside more structured evaluations. However, neither can be used exclusively to support learning. It is important to gather and interpret indicators of the students' progress throughout the learning process.

The teacher must identify indicators of difficulty or success and determine key moments and opportunities for observation and verification. Evaluation is planned in general terms and must be integrated into meaningful activities likely to be encountered in the practice of the trade or occupation, which adds value to the information gathered.

Teaching takes precedence at the planning stage, evaluation to support learning coming in a close second, as an opportunity to gather information and verify the acquisition of competency-related knowledge and know-how. Planning evaluation activities allows the teacher to adjust his or her teaching to the students' level of success. Evaluation to support learning must take into account all of the dimensions of the competency-related knowledge and know-how and all of the performance criteria. During the learning process, the teacher uses evaluation to foster the development of the compulsory elements of the competency.

The teacher should alternate between learning and evaluation activities in a coherent manner. In order to ensure the expected performance, the teacher decides how the elements of the competency will be evaluated, and develops evaluation criteria to support learning based on the performance criteria, or borrows them directly from the program. Evaluation can target a specific aspect of the competency at the beginning or in the course of the learning process. Depending on the students' needs, a diagnostic evaluation can be carried out several times, resulting in different profiles and making it possible to compare results over time.

Differences in students' rate of progress

As illustrated in the table at the beginning of this section, evaluation to support learning enables the teacher to see how the competency is developing in order to diagnose the students' strengths and difficulties. Teachers play an essential role by gathering information, interpreting it and verifying how effective their teaching methods are. They can then regulate their approach in accordance with the needs identified. They inform students of their expectations with respect to aspects to be improved in order to obtain better results or to continue progressing toward the program targets. Before administering the certification examination, teachers must infer that the students have acquired the competency.

Evaluation to support learning allows students to obtain information about the results of their actions and their work. It also helps them see how and based on which goals they must direct their efforts considering what they have failed to understand or acquire. They can therefore make progress and pursue their learning in a more enlightened fashion. Students who receive confirmation that they are making progress in their learning, as well as those who receive the support they need to succeed, have a better chance of staying motivated. Inasmuch as evaluation situations help the students remain attentive to the learning process and make progress, they are opportunities for learning and for providing support. Thus, both teachers and students adjust their actions and, in many cases, concerted action and awareness of the situation provide the best results.

The instruments presented in the appendix, including scales, checklists and logs, can help teachers support learning by allowing them to record their observations and indicate what has been acquired and what needs consolidation. We will address this in more detail later on.

Complementary and shared evaluation

During the learning process or when conveying his or her observations, the teacher should encourage students to evaluate themselves, providing them with instruments and teaching them to gather and interpret information. This results in a shared understanding of expectations. The students think about what they are learning. Self-evaluation is an effective way of assessing the value of the progress made and the work needed to develop the competency in accordance with expected performance levels. This type of evaluation is perfected gradually and must take place throughout the competency development process.

One way of introducing the students to self-evaluation is to ask them to judge their approach or the results of their work on the basis of certain criteria. This enables them to evaluate their learning in terms of a targeted objective, with more accuracy and better arguments (e.g. the quality of their performance). The results of the evaluation can be compared and promote the sharing of points of view. Students progress in their ability to self-evaluate, regulate their actions and make improvements in accordance with program targets. They improve their judgment by comparing other points of view and sharing their interpretations.

Justifying their judgments on the basis of concrete data is a means that students will use more and more to help them develop competencies. They will then be able to understand what is causing them difficulty and to concentrate their efforts to achieve success.

Peer evaluation

There is another way of gathering information. Peer evaluation makes it possible to discuss observations and criteria, to assess shared experiences and to base judgments on other experiences. Teamwork is beneficial in situations in which the students give and receive information. Being open to others, asking questions and exchanging ideas foster self-expression and accountability. Peer evaluation²⁶ can help improve the students' sense of observation and their communication skills.

The evaluation experience

It is important to realize the danger of expressing a judgment that is not based on relevant data. Evaluation requires rigour, arguments based on predetermined criteria and impartial judgment.

Like teachers, students play the role of observer. They become aware of the limitations of evaluation and discover the complexity of considering every facet of a task. They are capable of improving their attention to detail and precision. The evaluation experience enables them to explore the concepts of "perception," "objectivity" and "subjectivity." Evaluators observe, interpret and judge what they see on the basis of predetermined criteria.

Beneficial for both students and teachers, the students' unique contribution to evaluation is a way of sharing responsibility for judging their performance. For the certification and official recognition of competencies, however, teachers are the sole evaluators.

26. Like self-evaluation, peer evaluation can be used in activities in every phase of competency acquisition.

Guidelines for ensuring the progress of learning

Check regularly that the students master the essential knowledge and know-how by carrying out a formal or informal evaluation.

Promote self-evaluation and peer evaluation on the basis of precise criteria and clearly expressed expectations.

Adapt learning activities in accordance with results and the students' needs. Demand the same type of regulation on the part of students.

Plan support, remedial and other types of activities. Enrichment activities can also be useful.

Guidelines for optimizing the time devoted to evaluation to support learning

Make sure that the students understand what is expected of them in terms of knowledge and know-how to be mastered and situate them sequentially and in terms of the amount of time needed for their acquisition.

Make sure that there is enough time for the students to satisfactorily perform the task.

Make sure that the students are aware of the evaluation criteria and the key moments of evaluation.

Give the students meaningful results as soon as possible in order to improve their progress.

Amount of time allotted to evaluation to support learning and evaluation for certification purposes

Evaluation to support learning

The time devoted to evaluation to support learning is more extensive than the time allotted to evaluation for certification purposes: regular verification to support learning is included in the planned teaching time for the acquisition of a competency. The evaluation of the competency as a whole prepares students for evaluation for certification purposes. In the event of failure, support or corrective teaching measures can provide students with the learning they need.

Evaluation for certification purposes

4.3 Applying competencies

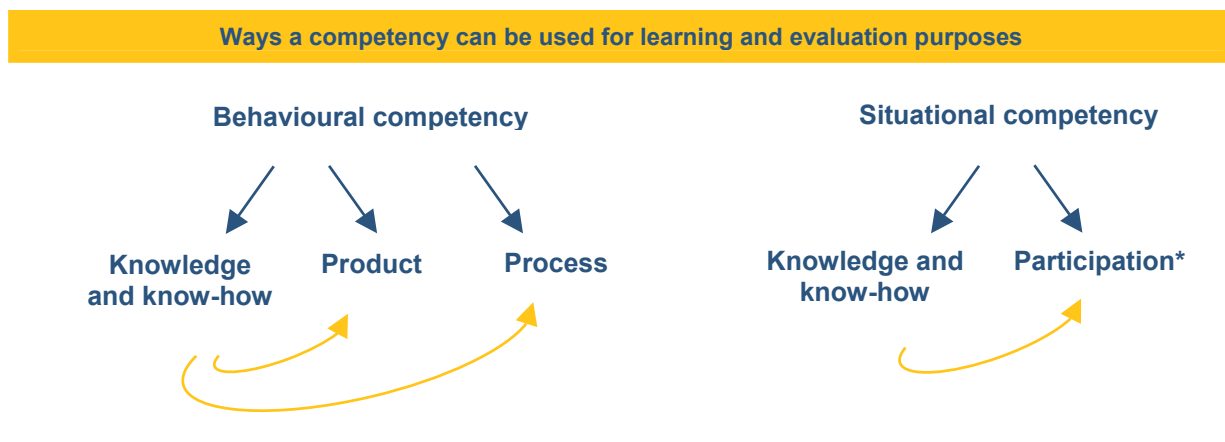
The teacher analyzes the competencies in the program, considering the teaching and evaluation strategies he or she wishes to use. Thus, evaluation to support learning and evaluation for certification purposes should emphasize aspects of the competency to be addressed in learning and evaluation activities. The teacher should verify the students' level of acquisition of the competency by examining the object produced, the work process, their level of participation or the knowledge and know-how they

have mastered. The teacher will give more or less weight to these aspects depending on the learning situations he or she develops or the key moments he or she chooses, and on the students' needs. The competency can be developed by emphasizing some of its dimensions more than others, using them in different complex tasks and evaluating them from different angles.

Behavioural competencies involve the performance of a selection of tasks or the production of objects representative of the trade or occupation. For example, in a learning or evaluation situation, students repair a device rather than answer questions about the repair (mobilization of resources in action).

In a situational competency, the goal is to examine and analyze the activity most likely to allow the teacher to infer the students' acquisition of the competency. For example, teamwork in the production of a daily menu takes into account knowledge and know-how mobilized to compose a dish, organize actions, take responsibility for the successful completion of the assigned task, cooperate with others in complementary tasks and so on. Competencies are demonstrated as a gradual and appropriate investment in the learning process. This same type of observation is also appropriate for recognizing the competency and evaluating the quality of participation based on related learning.

The following diagram illustrates different ways a competency can be applied for learning and evaluation purposes.



* The competency is multidimensional regardless of whether the emphasis is on a product, a process or participation. Learning makes it possible to acquire new knowledge and know-how, which are mobilized to design a product, carry out a process or participate actively in a learning or real-life work situation.

Essential knowledge and know-how

Knowledge and know-how must be taken into account during the exploration, basic learning, practice and transfer phases, as well as during evaluation. In support for learning, verifying knowledge and know-how makes it possible to determine the value of what students have integrated. By incorporating the knowledge and know-how into their prior learning, students can effectively mobilize them and transfer them to action. The knowledge and know-how enable students to achieve the desired results, explain or describe a process, or complete a task. The emphasis on knowledge, skills, attitudes and so on is often associated with practice: it highlights the importance of useful and applied knowledge and know-how and establishes relationships between them and occupational tasks. It is important to remember, however, that knowledge and know-how do not reflect the competency, but that on which it is based: unless the competency is applied in a task, the knowledge and know-how will be not be enough for the student to achieve the expected performance level, master the occupational exercise or make progress.

The evaluation of knowledge and know-how is not enough to judge whether a competency has been acquired; neither is the sole evaluation of the action. Practices that are not based on solid knowledge and know-how are just repetitive actions. For example, a musician who is studying musical notation but who hardly ever plays an instrument will have difficulty finding a job in an orchestra. On the other hand, knowing three chords on the guitar is not enough to become a professional musician.

At the operational level, the evaluation of knowledge and know-how to support learning and for certification purposes can be done just as well orally²⁷ as in writing. But how can the teacher be sure that the essential knowledge and know-how has been properly integrated and transferred? In both types of evaluation, students are placed in situations in which they must apply the competency by mobilizing the essential knowledge and know-how, recreating the practice of the trade or occupation in a setting that resembles the workplace as closely as possible. The teacher should vary the achievement contexts in order to ensure that the students have acquired the ability to act.

Product

When learning and evaluation focus on the production of an object or the achievement of results, the situation should resemble an actual occupational situation as closely as possible. The most commonly used instrument to determine learning, divide a task into subtasks or support evaluation is a checklist of the items to be taken into consideration. A checklist enables teachers to take into account the expected results for the different operations.

27. If the evaluation is done orally, however, the teacher must make notes.

Observation involves precise measurement, the identification of defects or the verification of the students' performance on the basis of predetermined criteria. These observation methods usually enable teachers to make objective and accurate judgments with all the time they need to observe the product after the evaluation session is over and to assess it.

Process

A process involves the use of techniques or procedures, attitudes and behaviours, and conformity with instructions that makes it possible to obtain a result. In learning and evaluation situations, several elements can be taken into consideration: the quality of techniques used; observance of health and safety rules and the rules of hygiene and cleanliness; the students' use of tools and other equipment; the sequence of operations and the observance of major steps in the process.

In theory, evaluating a work process involves direct observation of the students' actions. Situations in which several students are observed at once allow the teacher to observe interactions and the division of tasks, among other things. It all depends on the objective and the educational aim of the learning or evaluation activity.

Several strategies at once

Evaluation can involve simultaneously:

- knowledge, know-how and a product
- a process and a product (inferred knowledge and know-how)
- knowledge, know-how and a process

Combining focuses of evaluation is useful in measuring the acquisition of a competency. This approach can be used to identify the different dimensions of a competency. In vocational training, it is usually a product or a process that is evaluated, but a combination involving the measurement of knowledge and know-how can more accurately identify the conceptual and practical dimensions of a competency.

Participation

In a situational competency, teaching, support and supervision, and evaluation of the competency focus for the most part on the students' participation and on their involvement in the development of the competency.

More than just an accounting of hours spent in the classroom, situational competencies are based on information gathering throughout the learning process in order to ensure that the students are making progress. It is more difficult to evaluate performance, since students all progress in their own way and at their own pace, and since indicators are more subjective and less easily measured. Participation involves an appropriate response to requirements and proposed activities, as well as satisfactory participation in organized discussions. The acquisition of the competency enables the students to use essential knowledge and know-how in a timely and appropriate manner.

The teacher places the students in a variety of complex situations, focusing on the competency to be acquired. He or she expresses expectations to guide them and makes sure that they participate actively and appropriately in the construction of the competency. With these conditions, along with the students' involvement and progress, the teacher can judge their development of the competency. A professional judgment is made on the different dimensions of the competency, in relation to the requirements reflecting the appropriateness of the students' participation and in accordance with the evaluation specifications for certification purposes.

The evaluation of situational competencies provides an opportunity to observe the students' progress, but the goals are different in a certification situation. While evaluation to support learning helps ensure quality participation, involvement and contribution to activities, evaluation for certification purposes also makes it possible to recognize the development of the competency and to infer its acquisition.

For example, the evaluation criterion "produce a report on the main tasks performed in the company and on observations about the work context" does not mean simply that the students must produce a report. The evaluation of participation involves the production of a report in conformity with specified expectations or behaviours in order to enable the teacher to judge the students' acquisition of the competency.

4.4 Evaluation: A complex process

What should be evaluated, when and how should it be done? How is evaluation planned? The teacher should perhaps make an effort to use a systemic approach to his or her evaluation. The following stages involve elements addressed in other sections of this document, but this time, they are used to explain the complex act of evaluation.

Evaluation: A complex process



The evaluation of learning²⁸ is divided into different stages: planning, information gathering and interpretation, judgment and decision, regardless of whether the goal is to support learning or to certify a competency. This process makes it possible to ensure rigour, while maintaining a certain leeway with respect to its application. The different stages are meant to be flexible and dynamic.

Planning

Planning

Planning the evaluation of learning first involves establishing the aim of the evaluation, its timing and the methods to be used.

The teacher must be comfortable with evaluation and, from the outset, give it meaning in terms of the targeted objectives: evaluation, whether formal or informal, is easier to carry out if its aim is clear. What is important at the planning stage and what makes the difference in the evaluation of learning is the aim of the evaluation, the well-identified objective to be taken into account in the judgment to be made. The teacher can decide whether the evaluation will be formal or informal, but the clearly identified aim will help prevent him or her from losing sight of the need to evaluate and ensure that there is enough information on which to base a judgment. A professional judgment is based on information gathering and interpretation. It cannot be based on an impression on inaccurate information.

During the learning process, the teacher determines how evaluations will be carried out and how long they will last. He or she develops evaluation criteria to support learning based on the performance criteria in the program, and informs the students of them. He or she also ensures that the environment in which the evaluation takes place is similar to the learning environment and appropriate to the competency to be acquired. There must be a variety of types of evaluation and they must be related to

28. The stages in the evaluation process are addressed in the *Policy on the Evaluation of Learning*, p. 27-29.

the elements of the competency. There is no single instrument that can evaluate everything. A variety of types of evaluation contributes to the quality of evaluation.

Evaluation to support learning and evaluation for certification purposes have different goals. The teacher may determine in advance which instruments to use in order to make an enlightened decision. Planning evaluation activities makes it possible to select the appropriate instruments for the judgments to be made and to base these judgments on results.

Information gathering and interpretation

Information gathering and interpretation

Since evaluation to support learning is an integral part of the learning process, information can be gathered during learning activities. Time is set aside to verify that the learning has indeed been acquired.

Information can be gathered informally or using instruments. Without the use of instruments, the teacher can still observe and question the students to obtain and interpret information. He or she can then adjust his or her teaching strategy in order to regulate the students' learning. Formal evaluation using instruments is a good way to refine one's observations and is also a good choice for self-evaluation.

The *Policy on the Evaluation of Learning*²⁹ is based on the fundamental values of justice, equality and equity, as well as on the instrumental values of coherence, rigour and openness. All of these values ensure quality and ethical evaluation practices. They are a reminder of the importance of favouring professionalism over subjectivity.

Judgment

Judgment

The teacher is responsible for evaluation. Students must be respected at all times and the evaluation process should be devoid of any discrimination. This stage is an important one, and involves professional ethics.

Judgment³⁰ is the backdrop for all stages of the evaluation process, and the teacher must take all necessary measures to avoid any perception of subjectivity.

29. *Policy on the Evaluation of Learning*, p. 7-9.

30. The values associated with evaluation come into play at the judgment stage. The *Policy on the Evaluation of Learning* presents important values to be considered. Ethics and equity are essential. For further information on the topic, consult the Policy.

Rigorous planning, a well-defined aim, the gathering of information relevant to the targeted competencies and the effective use of evaluation based on predetermined criteria are all ways of making as objective a judgment as possible.

It is important to remember that the results of evaluation to support learning are not cumulative; they are merely guidelines to help the teacher make a judgment concerning the acquisition of knowledge, skills, attitudes, strategies and perceptions related to the development of the competency.

Quality evaluation involves a variety of means appropriate to the aims of the evaluation. In addition, collaboration between teachers and other educators helps objectify personal judgment by sharing responsibility for it, confirming perceptions and ways of doing things, and understanding the expected performance level.

In evaluation for certification purposes, the teacher's judgment is based on the acquisition of the competency in accordance with job market entry-level requirements.

Decision

Decision

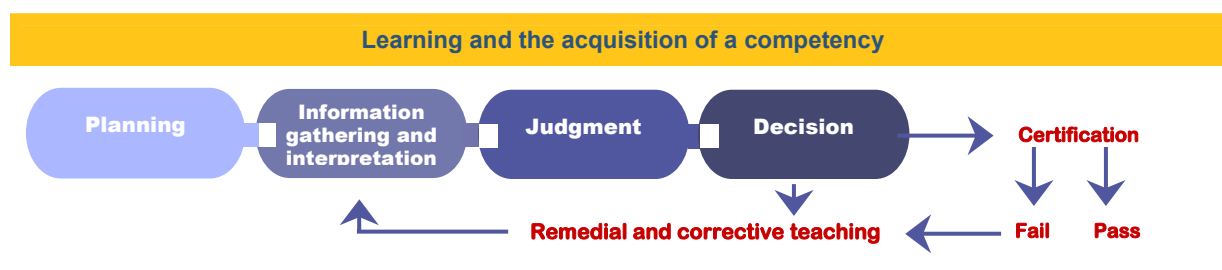
Evaluation practices and information gathering instruments must meet standards of excellence. This is a means of avoiding costly mistakes that are difficult to remedy, some of which can affect students' motivation to pursue their studies.

Admittedly, it is difficult to make judgments and decisions. Is a poor result due to a student's failure to acquire the competency, or to an ineffective evaluation instrument that does not reflect the learning acquired? Did the teacher address all the necessary learning, did he or she make sure the students were able to integrate the knowledge and know-how and transfer them to a comprehensive task? Were the transfer situations evaluated sufficient to ensure that the competency was acquired in accordance with job market entry-level requirements? Were the measuring instruments to certify learning valid and reliable? Do poor results on a certification examination corroborate information gathered during the course of learning? If the information gathered does not agree with the results of the certification examination and if a student's performance is borderline, is the student able nonetheless to apply the competency? Do the evaluation instruments measure the competency as a whole as well as its various dimensions? Should the student pass or fail?

It is important to remember that the process of defining the aim of the evaluation, gathering information, making a judgment and making a decision is the same in both evaluation to support learning and evaluation for certification purposes. Nevertheless, evaluation for certification purposes is more formal. At the end of the time allotted to competency acquisition, most students will be evaluated for certification purposes; others will be evaluated at a later date.

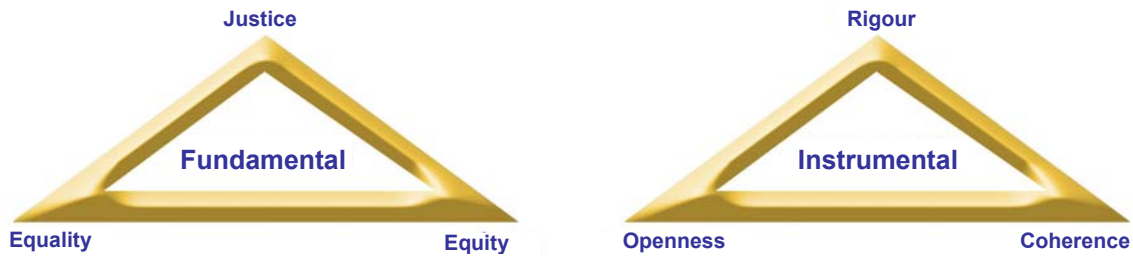
Teachers are required to judge and attest to the students' level of acquisition of a competency. Some students will need to make an effort to continue developing the competency, while others will have time to enrich certain aspects of the competency if they have already attained the minimum performance standard. Activities with different levels of difficulty and enrichment activities foster the continuation of the development of the competency: they enable the teacher to insist on certain elements of the competency, to ensure added value or to make them more explicit, to motivate the students and to personalize their teaching. The teacher recognizes the students' needs, supports them in their quest for improvement and helps them catch up, if necessary. He or she helps every student make progress, even beyond the expected performance level, because every student is there to learn. Students who have attained the expected performance level are given enrichment activities.

An equitable process based on students' needs must be flexible enough to provide additional time for students with learning difficulties to master the competency. Flexibility in terms of the key moments of evaluation is at the discretion of the teacher and the educational institution. It must take into account organizational constraints, and it is entirely acceptable and legitimate in terms of the values underlying evaluation, given the differences in students' performance.



The social recognition of learning requires that there be minimum performance standards: the teacher has a formal responsibility and a legal obligation to comply with the requirements set out in the program and the specifications. He or she is responsible for enabling students to acquire all the competencies in the program of study in accordance with the predetermined performance criteria. The recognition of competencies is based on a systematic evaluation, which is itself based on evaluation criteria. The pass/fail decision must be the result of an assessment carried out with rigour, openness and coherence.

The values underlying evaluation



The *Policy on the Evaluation of Learning* addresses certain values underlying quality evaluation. Making a professional judgment has a direct effect on the certification of competencies and therefore on the quality of the diploma. Standards have been established for the most part, but specific situations require that teachers make a professional judgment. Applying the value of equality for all students does not mean treating all students in the same way, since students do not all have the same characteristics and the same opportunities. Being equitable means giving each student the best chances of success. Applying a certain amount of differentiation while conforming to the essential components may be difficult, but it is equitable for the students.

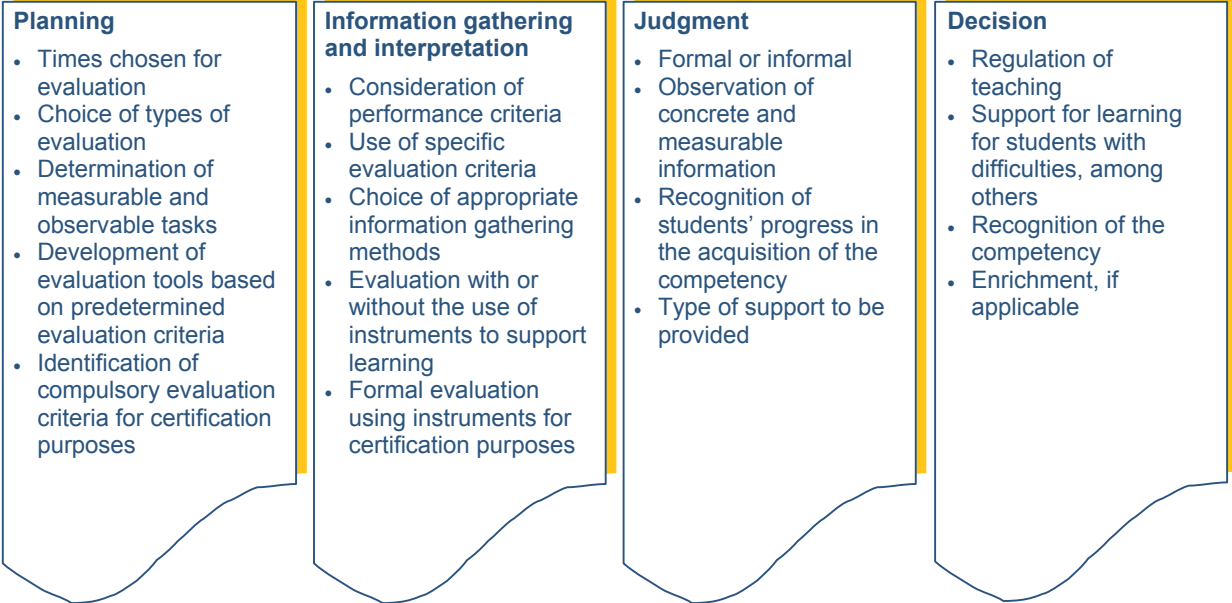
In some cases, despite the efforts made and the development of a certain level of competency, a student may receive a “fail” decision for not having achieved the expected performance level. The certification of learning makes it necessary to draw the line, and in terms of the official recognition of learning and the social value of certification, it is essential that the competency be acquired at the specified performance level, i.e. in accordance with job market entry-level requirements.

Providing indicators of the students’ progress

Evaluation to support learning and evaluation for the purposes of certification provide students with guidelines as to what they need to study in more detail, improve or catch up on. They can then work on different aspects of the competency in order to achieve the expected performance level. A positive evaluation of aptitudes, abilities and competencies helps students build a positive self-image.

It is important to support the students in their objective of qualifying for a trade or occupation. The students’ perception of themselves and the value of their objectives, and the perceptions they sense in the people around them have a significant impact on their motivation to pursue their studies. Being in control of the steps on the road to success, bearing in mind the positive consequences of their involvement, is motivating. In this way, indicators of progress and the objective image the teacher has of the student, with his or her strengths and weaknesses, aptitudes and abilities, should be made clear. The students’ surroundings, peers and workers with whom they come into contact can also influence their self-image.

Guidelines* concerning the evaluation process



* Throughout the evaluation process, the teacher provides the students with information about his or her intention to evaluate, the indicators he or she is gathering and his or her expectations for adjustment or remedial work, if applicable.

Guidelines for timing evaluation and selecting the appropriate evaluation instruments

| The evaluation process | | | |
|--|--|--|--|
| Time | Aim | Instrument | Judgment and decision |
| <i>Before learning</i> | Verify the profile of each student. Verify prerequisites. | Diagnostic evaluation | Situate the students in their acquisition of the competency <ul style="list-style-type: none"> • upgrading activities • adjustment of plan |
| <i>In the course of learning</i> | Monitor the progress of learning. Establish a preliminary assessment for: <ul style="list-style-type: none"> • competency-related knowledge and know-how • one or more elements of the competency • the competency as a whole Support students' development of critical judgment through self-evaluation or co-evaluation (peers and teacher). | Evaluation checklists or tests: <ul style="list-style-type: none"> • products • processes • knowledge and know-how Checklist Portfolio Log Evaluation checklists | Regulate teaching. Inform students and evaluate their progress. Do remedial or corrective teaching ³¹ activities with the students. Enrich learning as needed. |
| <i>Before the end of the training period</i> | Make a prognosis before evaluating the student for certification purposes. | Synthesis evaluation Project Comprehensive task | Recognize the acquisition of the competency. Identify students' strengths and difficulties. Do remedial or corrective teaching activities. Suggest and support enrichment activities. |
| <i>At the time of certification</i> | Recognize the competency (certification of learning). | Examinations: <ul style="list-style-type: none"> • practical (product or process) • essential knowledge and know-how • participation | Administer an examination for certification purposes. Recognize the competency and render a pass/fail decision. If a student fails, do remedial work and redo the evaluation. ³² |

31. The concepts of remedial work and corrective teaching are very similar. Remedial work refers to the possibilities students have to rework or improve an aspect of their learning, with the necessary support. Corrective teaching is more general and focuses on the teacher, who addresses aspects that are unclear to one or more students, reformulates them and uses a different approach.

32. According to the standards and procedures in effect in the educational institution

4.5 Instruments to support learning, teaching and evaluation

The following section presents instruments designed for different purposes. They can be used for teaching, in which case they help clarify requirements and the most important concepts. Checklists provide students with essential guidelines to support learning. With the necessary adaptations, they can be used to develop examinations, and they can also be adapted and used along with the evaluation criteria in the specifications for learning support, teaching and evaluation.

These instruments are above all intended to enrich teaching practices and to encourage teachers to use a variety of information gathering techniques and formats. Evaluation that is done using the proper instruments and later discussed is apt to interest the students. Often, evaluation in the course of learning allows students and teachers to discuss their respective expectations: evaluation results at different points of the learning process can be compared. The evaluation can be added to the students' portfolio.

The following are a few examples of instruments for gathering information and indicators of progress. The following pages contain six complete and partial checklists. Other instruments used for evaluation or to support learning can be found in the appendix.

Five types of instruments are presented:

- diagnostic evaluation
- checklist
- evaluation checklist and uniform scale
- evaluation checklist and descriptive scale
- log

Diagnostic evaluation

At the beginning of the learning process, diagnostic tests help the teacher situate each student by identifying his or her particular weaknesses with respect to skills and competencies in other subjects (e.g. English and math). The teacher can use the results of this evaluation as a departure point for teamwork, remedial activities, questions, research projects, laboratory work, visits to companies, discussions and so on. Later, the same test can measure the progress of learning. The following scale helps teachers measure the students' achievement of mathematics prerequisites.

Diagnostic rating scale
Prerequisites for a competency requiring mathematical skills

Check off the mathematical skills identified in the first and second diagnostic evaluations.

| Achievement of prerequisites | Date | | Date | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | YES | NO | YES | NO |
| Multiply whole numbers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Multiply decimals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Divide whole numbers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Divide decimals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Verify the result of a single variable equation using inverse operations (cross products). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Estimate the results of a single variable equation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Solve a single variable equation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arrange the data in a single variable equation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments and expectations:

Checklist

A checklist is useful for describing the steps involved in carrying out a task or a process, for verifying a product and so on. It enables the teacher to verify the observable aspects of a product or a process or to recognize certain attitudes. It involves a situation defined in terms of predetermined performance criteria and allows the teacher to determine the presence or the absence of a step in a process or of an observable aspect of a product. In particular, it measures the approach, procedure, skills and result of a task or activity. It can easily be used for behavioural competencies. In the following example, the checklist verifies an element of the competency “Make a simple symmetrical floral arrangement.”

| Checklist | | | | | |
|--|------|--|--|--|--|
| Make a simple symmetrical floral arrangement | | | | | |
| Check off the criteria observed. | Date | | | | |
| | | | | | |
| Symmetrical arrangement of flowers | | | | | |
| Symmetrical arrangement of species | | | | | |
| Symmetry of colours | | | | | |
| Symmetrical arrangement of volumes and masses | | | | | |
| Proportions appropriate to the shape and size of container | | | | | |
| Predominance of flowers | | | | | |
| Convergence of stems toward an easily recognizable focal point | | | | | |
| Other* | | | | | |

* See appendix for the complete checklist.

In the course of learning, a checklist provides a portrait of selected learning that can serve as a memory aid and provide guidance for self-evaluation. The teacher, the student and peers can use this list to provide feedback on aspects of a task or activity to be improved. The list helps identify the type of assistance the students need.

Evaluation Checklist with a uniform scale

There is a difference between checklists that focus on different aspects (such as a single element of the competency, a specific skill, a technique or a theoretical aspect) and evaluation checklists that measure the overall acquisition of a competency. Both types of checklists are used to support learning and for certification purposes.

In evaluation to support learning, guidelines identifying the minimum performance standard can help students measure their progress in the development of the competency. The minimum performance standard is determined by the teacher, who specifies the limits, answers or criteria on which the performance is to be judged satisfactory or acceptable. A scale can help assess the progress made with respect to the expected performance level.

For the purposes of certification, guidelines should focus on aspects related to the evaluation criteria listed in the specifications.

A checklist with a uniform scale can be used jointly by the teacher, the student and peers. The student can use the scale to give his or her peers feedback on behaviours observed during the activity. Two types of checklists are presented. The first is for the behavioural competency “Prune shrubs and conifers.” The other is for a situational competency “Communicate in the workplace.” Both are accompanied by a uniform scale.

Activities, processes, products, knowledge and know-how

An evaluation checklist with a uniform scale for a behavioural competency includes a list of observable aspects and suggests a method for recording observations related to an activity, a process or a product. The scale allows the teacher to judge the quality of a performance or a production on the basis of concrete observations. The checklist may include know-how such as attitudes and perceptions. For example:

**Evaluation checklist with a uniform scale
Prune shrubs and conifers**

Rate the criteria using the following scale:

- 1- Excellent
- 2- Very good
- 3- Good (minimum performance standard)
- 4- Fair (in the process of acquiring the competency)
- 5- Unacceptable

| | Date | Student evaluator | Peer evaluators | Teacher |
|---|------|-------------------|-----------------|---------|
| Proper choice of branches to be cut | | | | |
| • Removal of dead, diseased or damaged stems | | | | |
| • Elimination of old stems | | | | |
| • Heading in, thinning out and cutting back of stems growing in the wrong direction | | | | |
| • Thinning out and cutting back of overgrown stems | | | | |
| • Setting back of branchless stems | | | | |
| • Thinning out of overly long stems | | | | |
| • Removal of small branches in overly dense sections | | | | |
| Acceptable proportion of cut branches | | | | |
| • In terms of the environment | | | | |
| • In terms of appearance | | | | |

Evaluation of a product-process, evaluation to support learning. The different boxes can be used to compare the perceptions of the student, his or her peers, and the teacher as needed.

Knowledge, know-how and participation

Because a competency is developed gradually, evaluation for certification purposes focuses on knowledge, know-how and participation in relation to indicators of the students' progress toward an expected outcome. However, since the evaluation is intended to recognize a competency, a decision must be made concerning its acquisition in accordance with job market entry-level requirements.

The teacher must specify minimum expectations for the acquisition of knowledge and know-how in order to be able to attest to the quality of the students' participation with respect to the targeted competency. The students must know what the judgment will be based on. These specifications will improve objectivity and help the students understand what they need to do in order to catch up or continue their learning. They should also be aware of the evaluation criteria.

What the students say about the quality of their participation is one method of collecting information that helps the teacher judge their development of the competency. In the course of learning, testimonies and discussions about expectations can result in adjustments that will help students participate more effectively.

The second example of a checklist with a uniform scale is designed to evaluate the participation of a student or the quality of his or her actions in a given situation or activity. The teacher observes how the student uses knowledge and know-how in the suggested activity. New knowledge and know-how must be mobilized in different contexts. The checklist therefore helps improve observation and information gathering. It allows the teacher to observe whether the student has integrated the potential and functional aspects of the competency, and therefore the ability to act and the actions associated with its application.

This type of checklist uses the same rating scale for all criteria. It is important to note that the expected outcome of the participation requires that the student possess knowledge and know-how that has already been taken into consideration and evaluated to support learning. The scale comprises several levels and gives the students guidelines to help them progress in their learning.

**Evaluation checklist with a uniform scale: Communicate in the workplace --
Participation in group activities and reactions to situations as observers**

Rate each criterion according to the following scale:

- 1- Always
- 2- Often
- 3- Occasionally
- 4- Almost never
- 5- Never

Transmit information.

The sender

- Carefully developed his or her message.
- Announced the goal of his or her message.
- Clearly expressed his or her message.
- Verified the listener's understanding by asking a question.
- Used clear language.
- Spoke at an appropriate rate.
- Used the appropriate tone.

| |
|--|
| |
| |
| |
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| |
| |
| |
| |

Receive information.

The receiver

- Showed an interest through body language.
- Asked relevant questions.
- Maintained visual contact.
- Clearly answered the questions.

| |
|--|
| |
| |
| |
| |

Evaluation of participation to support learning, specifying the limits of the intervention as observer or evaluator. Here, observation is a learning tool.

In evaluation for certification purposes, the checklist must conform to the type of competency and the specifications. It enables the teacher to make a pass/fail decision.

Evaluation checklist with a descriptive scale

An evaluation checklist with a descriptive scale is used to support learning by informing the students of their strengths and the improvements they need to make. A descriptive scale allows the teacher to make a diagnosis as to the level of development of different aspects of the competency. It is more precise than a uniform scale because it rates each criterion on its own scale.

The checklist allows the teacher to evaluate at different times and with greater accuracy the qualitative aspect of the product, process or activity. It can make for more effective exchanges and provide a selection of new learning activities likely to facilitate the student's progress.

Evaluation checklist with a descriptive scale

| <i>Check off and comment on each criterion.</i> | <i>Date</i> | | | |
|---|-------------|--|--|--|
| <i>STEP: Verification</i> | | | | |
| Criterion: <i>Accuracy</i> of verification | | | | |
| • Several pieces of information are missing. | | | | |
| • One piece of information is missing. | | | | |
| • All the information is included. | | | | |
| Comments on missing information: _____ | | | | |
| _____ | | | | |
| _____ | | | | |
| <i>STEP: Preparation</i> | | | | |
| Criterion: <i>Organization</i> of information | | | | |
| • Several major steps are included. | | | | |
| • The steps are arranged in logical order. | | | | |
| • One major step is missing. | | | | |
| Comments on missing information: _____ | | | | |
| _____ | | | | |
| _____ | | | | |

* See appendix for the complete checklist.

Log

A log is an information gathering instrument in which students relate their experience and establish relationships with prior knowledge and know-how. It fosters the development of critical judgment, as well as reflection.³³ By writing down or sharing their experiences during the learning process, students become aware of what they have learned and what they still need to develop in order to acquire the competency. They explore their perceptions and emotions without fear of being judged.

The aim of the log and the use of the information recorded by the students must be specified. Some sections can be shared with the teacher, while others are the students' personal property. The log allows the teacher to evaluate the students' involvement, their ability to evaluate themselves and the development of attitudes. The students can use the log as a means of reflecting on the scope of the activities, the effects of their involvement and their successes and failures. The log is used throughout the development of the competency. It makes it possible to gather information in order to infer the progress made. This type of information is important in the certification of a situational competency.

| Self-evaluation of participation List of concerns associated with a practicum in the workplace | |
|--|---|
| <i>Check off the elements that correspond to your participation.</i> | √ |
| At the beginning: | |
| 1. I made a personal summary of the key moments and major issues of the practicum. | |
| 2. I made a table of my apprehensions. | |
| 3. Other* | |
| At the end | |
| 12. I identified the ways in which my perception of the practice of the trade or occupation changed. | |
| 13. I described my perception of the role I played with colleagues or clients. | |
| How can I report on my progress to my teacher so that he or she is made aware of the quality of my experience, participation, thoughts and learning? | |

* See appendix for complete checklist and complementary instruments.

33. Reflection on their experience in order to understand its full meaning and to consolidate learning.

4.6 Evaluation to recognize competencies

The importance of decisions made at work, employers' expectations of high-level competencies, the constantly changing world and the competitive job market make it necessary for a competency to meet well-defined requirements. Because of the consequences of the recognition of competencies for people and society in general, the Ministère specifies expectations for the recognition of competencies.³⁴ Evaluation specifications for certification purposes are compulsory. This is intended to ensure quality training and to make sure that all diplomas are comparable in value. The specifications also set out the content of examinations, some of which are developed by the Ministère, although the vast majority are developed by the educational institutions.

Evaluation for certification purposes enables the teacher to make a pass/fail decision concerning students' acquisition of a competency in accordance with job market entry-level requirements. The elements of the competency retained for certification purposes are those that correspond to the most important aspects of the competency.

Competency-based programs have resulted in the implementation of an evaluation approach that makes it possible to attest to the acquisition of a competency. It is impossible to evaluate every aspect or application of a competency. For students, evaluation for certification purposes consists in appropriately applying their knowledge and know-how in a task representative of the competency in a work situation. The teacher then infers, in light of the students' performance, whether the competency has been mastered in accordance with job market entry-level requirements.

Evaluation comprises four characteristics.



34. For administrative information, consult the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*. This document is updated regularly in order to facilitate the certification process in educational institutions.

Characteristics of evaluation

Multidimensional evaluation

Evaluation is said to be multidimensional because competencies are multidimensional by definition and because the complexity of the comprehensive task, particularly in the transfer phase, requires the mobilization of a variety of knowledge and know-how. How are these different dimensions of the competency taken into account in evaluation for certification purposes?

The dimensions essential to the demonstration of the competency are selected. The task³⁵ selected for evaluation requires that students use different knowledge and know-how: it is not a question of verifying whether they remember what they were taught, but rather of emphasizing the dimensions that are essential to the application of the competency. The task must be sufficiently complex and unfamiliar so that the students can show that they are capable of transferring their knowledge and know-how to a new context and of applying their learning. If the instructions are too specific, i.e. if the students are given directions, they cannot demonstrate genuine competency or autonomy.

Criterion-referenced interpretation

Evaluation is said to be criterion-referenced because it is based on indicators and evaluation criteria. It consists in comparing students' results with the expected level of proficiency in the competency which, in vocational training, is set at entry level on the job market. Evaluating competency acquisition makes it possible to judge the conformity of students' results with evaluation criteria at a minimum performance level and does not compare students' results with those of their peers.

The students' performance must be observable and measurable. It can involve attitudes observed during the performance of a task, skills or processes used during an activity, or the result of a task. It may be necessary to verify the students' knowledge and know-how by questioning the logic of an action or process, asking questions about an object produced and so on.

The elements of the competency can provide more than one indicator. Each indicator is associated with at least one criterion, which is a reference standard enabling the teacher to evaluate a product, a process or a behaviour. The most representative elements of each competency are selected, then associated with indicators and evaluation criteria based on the performance criteria in the program. The following is an illustration of the evaluation specifications for certification purposes from the *Secretarial Studies* program.

35. Teachers should avoid basing their teaching on evaluation for certification purposes, since students risk learning repetitive actions without mastering the basic learning, and without understanding all of the dimensions of the competency. The transfer of learning requires training that takes all of the elements of the competency into account.

Evaluation specifications

Statement of the competency

Produce and receive business correspondence

| Elements retained | Indicators | Evaluation criteria | Marks |
|---|---|--|-------|
| <ul style="list-style-type: none"> • Write letters. | <ul style="list-style-type: none"> • Production of letters | <ul style="list-style-type: none"> • Inclusion of main ideas and logical order of ideas • Careful choice of words and phrases | |
| <ul style="list-style-type: none"> • Ensure the quality of the text. | <ul style="list-style-type: none"> • Correction of mistakes | <ul style="list-style-type: none"> • Text free of errors | |
| <ul style="list-style-type: none"> • Format the texts. | <ul style="list-style-type: none"> • Formatting • Merging of data | <ul style="list-style-type: none"> • Formatting in conformity with instructions and conventions • Correct merging of data file | |
| <ul style="list-style-type: none"> • File the correspondence. | <ul style="list-style-type: none"> • Determination of code | <ul style="list-style-type: none"> • Correct determination of code | |

In this example, the judgment attests to the acquisition of the targeted competency based on a breakdown of the task into specific steps, rather than on the overall competency.

Sometimes, after an analysis of all of the competencies and performance criteria in a program, an important aspect of the competency is not selected for evaluation for certification purposes. When a criterion or an element of the competency appears more than once in the program, it is evaluated along with the most appropriate competency. This is intended to avoid over-evaluation. After the learning period, in order to be recognized as competent, students must satisfy the predetermined evaluation criteria.

Dichotomous marking

The ministerial approach in the evaluation of vocational training favours a dichotomous scale. Thus, students can obtain only one of two results: all the marks allotted to a criterion, or zero. The partial or gradual achievement of an evaluation criterion is important in evaluation to support learning, but is not used for certification purposes. Recognition is clear in its requirements: pass or fail.

This is because criteria can have different values. In the Ministère's methodology, a total of 100 marks is allotted to each competency in evaluation for certification purposes.³⁶ These marks are distributed unevenly among the criteria and the lowest possible mark is a 5. Any criterion awarded fewer than 5 marks on a scale of 100 is not important enough to be considered for certification purposes. At this

³⁶. Marks are awarded in behavioural competencies, but not in situational competencies.

stage, the goal of evaluation is no longer to support learning, but to make an official judgment on the acquisition of a competency, and this judgment must be based on reliable instruments and arguments. A criterion cannot be partially achieved because it has been deemed essential to the demonstration of the acquisition of the competency. Each criterion is weighted in accordance with its relative importance in the application of the competency. In the specifications for the *Secretarial Studies* program, one criterion is considered more important than all the others.

| Evaluation criteria (from the specifications for the <i>Secretarial Studies</i> program) | Marks |
|--|------------|
| Inclusion of main ideas and logical order of ideas | 10 |
| Careful choice of words and phrases | 15 |
| Text free of errors | 20 |
| Format in conformity with instructions and conventions | 15 |
| Correct merging of data file | 10 |
| Correct determination of code for outgoing correspondence | 5 |
| Accurate evaluation of postage | 15 |
| Correct determination of code for incoming correspondence | 10 |
| Minimum performance standard: 85 marks | Total: 100 |

This choice is based on an essential requirement of the job, i.e. to produce texts free of errors. This is the employers' major concern. In terms of the pass/fail decision, it may be necessary to take tolerances into account. If a student obtains 20 marks for a text free of errors, should he or she get zero if he or she makes a single mistake? In terms of the standards applied in the practice of the occupation, is it possible to apply certain tolerances?

Tolerances cannot be included in order to make up for a high failure rate or disappointing results. This form of adjustment must be applied with discernment and, as much as possible, with the agreement of other teachers or education or evaluation specialists. In the previous example, what would happen if the students were awarded 10 marks for spelling and 10 marks for grammar instead of 20 marks for a text free of errors? A student could produce a text with eight grammar mistakes on a single page and still be recognized as competent. The element initially considered most important would lose all its meaning and the evaluation of the criterion would be inaccurate. Would the student's employer agree that he or she has mastered the competency?

Technically speaking, a tolerance is "an allowed amount of variation from a standard, as in the mass of coins or the dimensions of a machine or part."³⁷ The use of tolerances in evaluation makes it possible to adjust the level of difficulty of the criterion; this is usually done in the examination development

37. *Gage Canadian Dictionary.*

stage. For example, without interfering with the demonstration of the competency, for the criterion “text free of errors,” a tolerance of one error could be acceptable in a one-page text. Tolerances are based on the level of difficulty of the task: if the task involves a three-page text, the number of errors tolerated could increase. Tolerances are normally determined before an examination is administered and not when it is corrected or when results are analyzed.

Indeed, despite validation by a pedagogical team, an examination may be deemed inadequate after it has been administered because it contains a poorly formulated statement, learning situation or performance level that leads to the systematic failure of students. In this case, a tolerance may be added to make up for the inadequacy of the instrument.³⁸ The sharing of expertise and approaches among different pedagogical resource people is also important to prevent the tolerance from compensating, for example, for poor results due to failure to learn or understand concepts, master skills or transfer learning.

During evaluation for certification purposes, the teacher must confirm the achievement of each criterion. Professional judgment is crucial in an evaluation situation. The teacher is responsible for judging the student’s acquisition of the competency, with all that this implies in terms of certifying qualified workers.

Predetermined minimum performance standards

A minimum performance standard is a quantitative criterion expressed as a number (4 elements out of 5), a mark (85 marks) or a percentage (80 per cent) of the items to which the student has responded correctly in a series of tasks, problems or questions related to a competency. In the specifications (and on the evaluation forms), the minimum performance standard is set as a number of marks.

A minimum performance standard is set specifically for each competency and is determined after analysis of the weighting attributed to each of the evaluation criteria. The standard must be discriminating enough to provide a benchmark for success, to enable the teacher to determine whether the student has passed or failed and, if necessary, to fail a student who has not met the essential criteria. In the *Secretarial Studies* program, for example, failure to achieve the minimum performance standard of 85 marks results in the student’s failure to meet the different criteria: inclusion of main ideas, careful choice of words, text free of errors, etc.

38. In the case of ministry examinations, it is important to inform the people in charge at the Ministère if there is a problem in the examination or in the weighting awarded to the evaluation criteria. Care must be taken to ensure the reliability and validity of instruments. The information will be taken into consideration and, if applicable, could result in modifications to requirements.

Students must meet the predetermined criteria (criterion-referenced interpretation) to obtain the related marks (dichotomous marking). It is by satisfying a cumulative number of criteria, including the most important (which are specified) that the student achieves the minimum performance standard.

Every competency in the program is evaluated for certification purposes. A pass/fail decision is made on the basis of whether or not the student has achieved the minimum performance standard. Programs are designed in such a way that, in order to receive a Diploma of Vocational Studies or an Attestation of Vocational Specialization, students must acquire all of the competencies in the program of study in accordance with job market entry-level requirements.

Using evaluation specifications for certification purposes

Evaluation specifications for certification purposes are developed by specialists. Validation measures require a group of teachers to evaluate the validity, faithfulness and feasibility of the specifications. Validation methods may vary, but the objective is always the same: to ensure that the application of criteria and weightings allow the teacher to infer the acquisition of a competency.

The use of specifications is essential if educational institutions are to develop examinations in conformity with compulsory evaluation criteria. The cooperation of teachers who teach the program or education or evaluation specialists is a simple and effective means of ensuring that local examinations are valid and conform to the established criteria or to the pass/fail conditions.

Despite the care taken in the production and validation of specifications, a serious weakness may go undetected and result in a false certification. Indeed, if the criteria, weightings and minimum performance standard do not result in the recognition of a competent person or, on the contrary, do not result in the failure of an incompetent person, the educational institution must inform the Ministère, which will then analyze the difficulty and take the necessary corrective measures. It is important to assure the job market of the value of certification. From the program development stage to the evaluation of the students' learning, educational responsibility is shared by the educational institutions and the Ministère.

Key moments for recognizing a competency

Evaluation for certification purposes can take place before the end of the allotted learning period: the teacher may recognize that the competency has been acquired and evaluate a student for certification purposes before the rest of the group.

This needs-based approach leads to different decisions: on the one hand, a student who has been recognized as competent is encouraged to pursue the development of the competency beyond program requirements and the teacher supports him or her in the enrichment process. Another possibility for the same student is to go on to the next step. Another student, who still has learning to acquire, will continue to progress, also with the teacher's support, until he or she is certified at the end of the process.

Guidelines for supporting evaluation for certification purposes

Make sure that the students have received all the information they need to organize their learning. Autonomy implies an understanding of the goals to be achieved.

Make sure that the activity chosen for certification purposes is different from those used during the transfer phase, but at the same level of difficulty.

Make sure that the terminology* used in the evaluation for certification purposes is appropriate.

Make sure that evaluation for certification purposes is administered to students after they have acquired the competency. If necessary, help them catch up.

Note: If terminology is an important element of the competency, it can be evaluated for certification purposes. Language and communication are constant concerns in vocational programs of study; they should be reinforced in evaluation activities to support learning.

Results on the evaluation for certification purposes and retakes

Students must be informed as soon as possible of the results obtained on an evaluation for certification purposes. Should they fail, they should take part in remediation as soon as possible so that they can acquire the elements they failed and retake the examination.

The students must demonstrate that they have worked on their difficulties and are ready to retake the examination. In a practical evaluation, the retake may apply to the entire examination or to those elements failed. This is specified in the examination. Separate compulsory minimum performance standards may be set for different parts of the examination; in this case, only those parts failed need to be retaken.

It may be difficult to choose evaluation instruments for a retake in a situational competency. It is harder to make up for an after-conference discussion that the student did not attend or had no interest in. In such a case, the teacher's professional judgment is based on observance of the criteria retained for certification purposes and the feasibility of the creation of an equivalent situation.

The Ministère regularly issues a statement of students' evaluation results and, at the end of their studies, students receive a statement listing all the competencies they have acquired.

When a student passes a retake of an examination for certification purposes, the pass mark becomes the official result and “fail” no longer appears on the report. Support for learning for the certification of studies and the number of retakes permitted are determined by the educational institution on the basis of its evaluation standards and methods.

Although the statement is an official document governed by the Basic Vocational Training Regulation,³⁹ it is not the only way in which results are communicated to the students. The official information can be effectively supplemented in the educational institutions by teacher-student meetings designed to promote the sharing of relevant observations, information and data.

With a view to the ongoing development of the competency in the educational institution as well as in the job market, the communication of results is a key moment between teacher and student. Together, they analyze the student's progress, his or her achievements and what he or she needs to work on in order to continue developing at the personal and vocational levels. The teacher's involvement in the student's progress can help confirm the student's career choice and enrich the teacher's comments regarding attitudes to be improved, strengths to be developed and so on. This type of contribution could also encourage a student to choose another field of study which itself would be an educational success rather than a failure. As much as possible, students should adopt an attitude of lifelong learning.

Certification of studies

The decision to recognize a competency comes down to a pass/fail decision on the certification examination. In this way, the Minister can certify the students' learning.

Evaluation for certification purposes must uphold the value that society accords to official certification documents.⁴⁰ At the end of a program, if all of the competencies have been acquired, the Minister certifies that the student has completed his or her vocational training. The Diploma of Vocational Studies (DVS) and the Attestation of Vocational Specialization (AVS) qualify students to enter the job market.⁴¹

39. According to the Basic Vocational Training Regulation, “persons enrolled in vocational training shall receive a statement of learning at least twice a year.” R.S.Q., c., I-13.3, s. 448, r. 4.2, s. 18.

40. *Policy on the Evaluation of Learning*, p. 21.

41. Under the education reform in secondary schools, a Skills Training Certificate can be awarded in general education. It is therefore still accessible, but is no longer the responsibility of vocational training services.

Educational institutions can develop short programs leading to an Attestation of Vocational Education (AVE) awarded by the school board. Some competencies included in a DVS or an AVS can be recognized by ministry certification provided the evaluation respects the requirements set out in the specifications.

Recognition of prior learning and competencies

Occupational competencies can be acquired outside the school setting. The Ministère recognizes that everyone has the right to the recognition of prior learning regardless of where and how it was acquired.⁴²

The recognition of competencies prevents people from having to undergo training for competencies they have already acquired in accordance with the performance levels specified in the program. The educational institution is responsible for determining a candidate's experience and needs, on the basis of demonstrations. The needs analysis may reveal a need to return to school, to evaluate the competencies acquired, to certify them on the basis of equivalences, etc., in an effort to recognize prior learning and competencies related to the practice of a trade or occupation. The process must be rigorous in order to uphold the value of official certification documents. In the recognition of prior learning and competencies, the terms and conditions of evaluation are adapted to the specific needs of the individuals in question, but must conform to program requirements.

42. The Ministère determines the criteria or conditions under which a school board recognizes the prior scholastic or experiential learning of a student in vocational training.

CONCLUSION

Since the beginning of the vocational training reform in 1986, programs have been based on competencies and action. Innovative at the time, the competency-based approach has been used to design, organize and implement programs of study. The approach evolved alongside changes in practices in both teaching and evaluation. Since then, the methodology for developing programs, defining competencies, teaching and evaluating has continued to evolve.

Competency-based approach

In the competency-based approach, learning is acquired by doing, and evaluation is carried out throughout the learning process. The aim is to enable students to act in different contexts according to defined performance levels, with all the knowledge and know-how they need to succeed and make progress. The situations reflect life at work and are based on the mobilization of personal resources.

Competencies, the main targets of a vocational training program, are based on all types of knowledge and know-how: they are multidimensional and unequivocal. Because they are formulated in sufficiently general terms, they can apply to different workplaces and therefore foster versatility. Based on a profile developed by specialists in the trade or occupation, meaningful competencies are representative of the qualifications needed to practice the trade or occupation. They reflect the expectations of the job market and take future developments into account. A diploma issued by the Ministère certifies that all the competencies needed to practise a trade or occupation have been acquired.

Implementation of a vocational training program

The implementation of a ministry program, including instruction and the organization of training, is the responsibility of the educational institution. The educational institution implements learning and evaluation activities and organizes the learning environment: in vocational training, the school recreates the workplace. Different types of resources are made available to students and teachers with a view to achieving the program targets.

The different components of a program of study form a coherent whole. A program-based approach requires systemic planning involving the collaboration of different players. Discussions and cooperation between teachers and other education specialists, in particular, make it possible to share a common understanding of the program and its educational aims. In terms of evaluation, synergy fosters objective professional judgment by confirming perceptions and practices and the understanding of

expected performance levels. A shared vision facilitates the sharing of responsibilities among the members of the program team. Training is more meaningful for students when teachers share the same vision and when relationships are established between competencies throughout the learning process.

Teaching and learning

The teacher must thoroughly understand the program in order to be able to translate the competencies into learning and evaluation activities, bearing in mind occupational tasks and life at work. In addition to translating the trade or occupation into activities and implementing these activities to help students learn, they must act as guides and evaluators. It is in the day-to-day teaching process⁴³ that learning acquires all of its meaning.

Each program of study is based on the general goals of vocational training. It is the teacher's responsibility to take them into account in order to prepare students for their future role as workers and citizens. These goals are:

- to help students develop effectiveness in the practice of a trade or occupation
- to help students integrate into the work force
- to foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes
- to promote job mobility

During their training, students prepare to practise their future trade or occupation. They are accompanied by different players, in particular the teacher, who helps them achieve the objective of qualifying for the job market. The student is at the heart of the learning process.

I take pride in my trade

If you haven't done so yet, take a look at the video *I take pride in my trade*, which accompanies the *Reference Framework for Planning Learning and Evaluation Activities*. Both are specific to vocational training. If they can help teachers and other educators gain a better understanding of what a competency is and how it is recognized, an important objective will have been achieved in the implementation of programs of study.

43. *Dictionnaire actuel de l'éducation*, p. 961. We are referring here to the normative aspect of teaching. Teaching is based on a set of values, rules, principles, models and other theoretical and practical information whose goal is to guide teaching practices so as to optimize learning for all.

APPENDIX

The following appendix is meant for teachers and is intended to be more practical than theoretical.

In 2003, the Ministère updated the format of vocational training programs and the evaluation framework for the certification of learning. The table on the next page compares the old and new formats. The changes are intended to explain competencies in greater detail. An achievement context and related knowledge, skills, attitudes, perceptions and guidelines were also added to the program, resulting in more streamlined evaluation instruments. The program of study includes all of the components that are essential to students' training.

As mentioned in the preceding sections, illustrations of different instruments are also included. These can be used as presented or adapted to a specific situation. The information they contain are presented for illustration purposes only. The idea is to illustrate instruments to help gather information and conduct evaluation activities. This document does not address the development of certification examinations.

Several complementary concepts are defined in the glossary. A new approach to instructional planning and the evaluation of competencies entails a revision of terms. Lastly, a short bibliography is included at the end of the document.

Conversion of vocational training programs to the 2003 format

In 2003, the components and the format of programs of study were revised in order to ensure the visibility of the competency and its components, and to add an achievement context and competency-related knowledge, skills, attitudes, perceptions and guidelines. At the same time, the analysis and planning tables and tables of specifications were replaced by the evaluation framework for the certification of learning.

| PROGRAM BEFORE JUNE 2003 | NEW FORMAT including part of the analysis and planning tables |
|--|--|
| Information scattered throughout the document | Program goals Educational aims |
| Grid of learning focuses | Essential information. The work process is no longer formally included in the grid, which is now referred to as the grid of competencies. |
| Harmonization | General information. Restricted to the comparability of competencies. The tables are no longer included in the program: they are available on Inforouteft. |
| <i>Behavioural competency</i> | |
| First-level operational objective (behavioural objective) | Behavioural competency (2005) |
| Expected behaviour | Statement of the competency |
| Specifications of the expected behaviour | Elements of the competency |
| Specific performance criteria | Performance criteria |
| General performance criteria | Performance criteria for the competency as a whole |
| Conditions for performance evaluation | Achievement context |
| Field of application (if applicable) | |
| Second-level operational objectives Learning focuses and guidelines (analysis and planning tables) | Competency-related knowledge, skills, attitudes, perceptions and guidelines |
| Duration of the module | Duration associated with the competency (2005) |
| <i>Situational competency</i> | |
| First-level operational objective (situational objective) | Situational competency (2005) |
| Expected outcome | Statement of the competency |
| Specifications | Elements of the competency |
| Learning context | Learning context |
| Phases (numbered and described under several headings) | Phases (unnumbered—information, participation and synthesis) |
| Instructional guidelines | Instructional guidelines |
| Participation criteria (review of phases) | Participation criteria (review of phases) |
| Second-level objectives, learning focuses and guidelines (analysis and planning tables) | Suggested competency-related knowledge, skills, attitudes, perceptions and guidelines |
| Duration of the module | Duration of the competency (2005) |

**Conversion of program analysis tables and tables of specifications⁴⁴
to the 2003 format
(evaluation framework for the certification of learning)**

| Program analysis tables, tables of specifications, and analysis and planning tables | NEW FORMAT (EVALUATION FRAMEWORK FOR THE CERTIFICATION OF LEARNING) |
|---|---|
| Analysis table | Not included in the new format. The evaluation framework does, however, include an analysis table of the program. |
| Table of specifications | Evaluation specifications for certification purposes |
| Information on the evaluation | Description of participation (situational competency) or Description of the examination (behavioural competency) |
| Participation evaluation form | Evaluation form |
| Specifications (<i>behavioural competency</i>) | |
| Expected behaviour | Statement of the competency |
| Evaluation focuses | Elements retained |
| Observable aspects (indicators) | Indicators |
| Numbered criterion components | Unnumbered evaluation criteria |
| Evaluation strategies | <i>Relevant information in the description of the examination</i> |
| Evaluation or weighting | Marks adding up to 100; marks are attributed to the evaluation criteria |
| Learning focuses (analysis and planning tables) | <i>Not included in the new format</i> |
| | Added: Note at the bottom of the specifications to indicate the <i>minimum performance standard</i> and pass/fail conditions, if applicable |
| Description of the examination (<i>behavioural competency</i>) | |
| Information and instructions | General information |
| Examination procedure | Procedure |
| Materials | Materials |
| Special instructions | Special instructions |
| Evaluation form | |
| All headings | Same information |

44. Including the headings of the analysis and planning tables related to evaluation.

Specifications (*situational competency*)

| | |
|---|--|
| Expected outcome (situational objective) | Statement of the competency |
| Learning activity (situational objective) | Situations retained |
| Titles of phases | Indicators |
| Participation indicators | Evaluation criteria |
| Learning | <i>Not included in the new format</i> |
| Evaluation | <i>Not included in the new format</i> |
| | Added: <ul style="list-style-type: none"> ▪ Boxes to be checked off for the pass/fail condition ▪ Note at the bottom specifying the pass/fail condition ▪ Minimum performance standard and requirements (checked off). This information is generally included at the end of the evaluation form or in the description of the examination. |

Description of participation (*situational competency*)

| | |
|-----------------------|--------------------------------|
| Beginning of form | General information |
| Examination procedure | Phases |
| Pass | <i>Moved to specifications</i> |

Evaluation form (*all types of situations)**

| | |
|---|--|
| All headings | Same information |
| Pass/fail condition or minimum performance standard | <i>Retained on the evaluation form but must be added to the specifications</i> |

* Sometimes there is no evaluation form, especially in the case of theory examinations involving a list of questions.

Checklist
Make a simple symmetrical floral arrangement

| <i>Check off the criteria observed.</i> | Date | | | |
|--|------|--|--|--|
| | | | | |
| Symmetrical arrangement of flowers | | | | |
| Symmetrical arrangement of species | | | | |
| Symmetry of colours | | | | |
| Symmetrical arrangement of volumes and masses | | | | |
| Proportions appropriate to the shape and size of the container | | | | |
| Predominance of flowers | | | | |
| Convergence of stems toward an easily recognizable focal point | | | | |
| Centred focal point | | | | |
| Insertion of stems at least 2.5 cm deep in florist's foam | | | | |
| Arrangement in conformity with the required shape | | | | |
| Precise contour of arrangement | | | | |
| Proper use of flowers and greenery selected | | | | |

Evaluator:

| | |
|--------------------|------|
| (name or initials) | date |
| (name or initials) | date |
| (name or initials) | date |
| (name or initials) | date |

Checklist
Repair a digital television receiver

| <i>Check off the elements observed.</i> | Evaluation | |
|---|-------------------|-----------|
| | Yes | No |
| Inspect the equipment. | | |
| Proper identification of signs of malfunction | | |
| Plan the work. | | |
| Plausible hypotheses concerning possible sources of the operational problem | | |
| Proper planning of approach to take to identify the defective section | | |
| Diagnose the problem. | | |
| Proper use of measuring instruments | | |
| Proper interpretation of measurements | | |
| Identification of component responsible for the problem | | |
| Make repairs. | | |
| Proper choice and replacement of defective component | | |
| Verification of signs of previously observed malfunction | | |
| Precise adjustments following the repair | | |
| Perform equipment maintenance. | | |
| Appropriate cleaning | | |
| Clean lenses | | |
| Integrity of optical sections | | |
| Check equipment operation. | | |
| Final verification of receiver | | |
| Prepare an invoice. | | |
| Inclusion of relevant information | | |
| Repair a digital television receiver. | | |
| Adherence to health and safety regulations | | |
| Adherence to work procedures | | |
| Cleanliness | | |
| Total | | |

Evaluation checklist with a uniform scale
Slide a patient over

Rate the criteria using the following scale:

- 1- Excellent
- 2- Very good
- 3- Good
- 4- Fair
- 5- Unacceptable

| | Date | | | | |
|--|------|--|--|--|--|
| | | | | | |
| Greeted the student-patient and informed him or her of the care to be given. | | | | | |
| Washed his or her hands. | | | | | |
| Isolated the student-patient. | | | | | |
| Cleared the surrounding area. | | | | | |
| Applied all the brakes to the bed. | | | | | |
| Placed the bed in a horizontal position. | | | | | |
| Lowered one side rail. | | | | | |
| Gave clear explanations to the student-patient. | | | | | |
| Adopted the appropriate position. | | | | | |
| Enveloping and solid grasp of student-patient for each move* | | | | | |
| Slide the student-patient using weight transfer or counterweight. | | | | | |
| Raised the side rail before going to the other side. | | | | | |
| Repositioned the student-patient. | | | | | |
| Raised the side rail. | | | | | |
| Replaced the call button. | | | | | |
| Opened the curtain. | | | | | |
| Enquired about the student-patient's needs before leaving the room. | | | | | |
| Feeling of confidence expressed by the student-patient* | | | | | |
| Perception of the quality of touch expressed by the student-patient* | | | | | |

Evaluation of a process, evaluation to support learning

* Judgment of student-patient

Evaluation checklist with a uniform scale
Move patients safely

Rating scale for all criteria

- 1- Very easily
- 2- Easily
- 3- With difficulty
- 4- With much difficulty

| <i>Rate the criteria according to the above scale.</i> | Date | Evaluation and comments |
|---|-------------|--------------------------------|
| Quality of technique: Helping the person sit on the side of the bed <ul style="list-style-type: none"> • Adopted the proper position and positioned the person correctly. • Grasped the person correctly. • Correctly performed the manoeuvre. | | |
| Quality of technique: Helping the person sit up <ul style="list-style-type: none"> • Adopted the proper position and positioned the person correctly. • Grasped the person correctly. • Correctly used the weight transfer or counterweight technique. | | |
| Quality of technique: Transferring the person to a wheelchair <ul style="list-style-type: none"> • Correctly positioned the wheelchair and the person. • Correctly used the counterweight technique. • Moved the person's feet properly given the situation. | | |
| Quality of assistance provided to help a person get up <ul style="list-style-type: none"> • Adopted measures to help a person get up. • Correctly performed the manoeuvre. | | |
| Observance of safety rules <ul style="list-style-type: none"> • Applied all safety rules. | | |
| Quality of communication with the person to be moved | | |
| Provided relevant explanations when performing each of the following techniques: <ul style="list-style-type: none"> • Helping the person sit on the side of the bed • Helping the person sit up • Transferring the person to a wheelchair • Helping a person get up | | |
| Spoke confidently and encouragingly when performing the following techniques: <ul style="list-style-type: none"> • Helping the person sit on the side of the bed • Helping the person sit up • Transferring the person to a wheelchair • Helping a person get up | | |

Evaluation of a process and the transfer of the competency, evaluation for certification purposes

**Checklist with a uniform scale, self-evaluation
Participate in laboratory activities**

Rate your level of satisfaction with your participation in laboratory activities according to the following scale:

- 1- Satisfied
- 2- Indifferent
- 3- Disappointed

| Date | Element of the competency | Evaluation of participation and comments | |
|------|---------------------------|--|--|
| | | | |
| | | | |
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Evaluation to support learning

Evaluation checklist with a uniform scale - co-evaluation
Cut and lay stone

Rate the criteria according to the following scale:

- 5- Excellent
- 4- Very good
- 3- Good
- 2- Needs improvement
- 1- Unsatisfactory (remedial work needed)

| Evaluation criteria | Citadel | | Old mill | |
|--------------------------------------|----------------|----------------|-----------------|----------------|
| | Date | | Date | |
| | Student | Teacher | Student | Teacher |
| Appropriate size of stones | | | | |
| Appropriate choice of tools | | | | |
| Quality of stone cutting | | | | |
| Appropriate work method | | | | |
| Precise levelling | | | | |
| Proper installation of accessories | | | | |
| Accurate length of horizontal joints | | | | |
| Accurate height of vertical joints | | | | |
| Correct number of boxes used | | | | |
| Harmonious appearance of wall | | | | |
| Nicely finished joints | | | | |
| Observance of safety rules | | | | |
| Appropriate execution time | | | | |
| Date task ended | | | | |
| Teacher's initials | | | | |

Comments and expectations:

Evaluation of a product-process, evaluation to support learning

Evaluation checklist with a uniform scale
Work in a team

- 1- Dissatisfied
- 2- Somewhat satisfied
- 3- Satisfied
- 4- Very satisfied

| Rate your level of satisfaction with your participation in the development and performance of role-plays and the quality of your participation in a team by circling the appropriate number for each criterion. | <i>Performance</i> | <i>Participation in a team</i> |
|--|--------------------|--------------------------------|
| <i>Conversation:</i> I stuck to the topic, did not raise my voice and respected the work done by the other teams. | 1 2 3 4 | 1 2 3 4 |
| <i>Task:</i> I worked hard, we set goals and I contributed by sharing my ideas. | 1 2 3 4 | 1 2 3 4 |
| <i>Listening:</i> I listened to the others' ideas with respect. I recognized the contribution of each person. | 1 2 3 4 | 1 2 3 4 |
| <i>Equity:</i> I contributed fairly and equitably to the accomplishment of the task. | 1 2 3 4 | 1 2 3 4 |
| <i>Motivation:</i> I demonstrated enthusiasm and I helped significantly. | 1 2 3 4 | 1 2 3 4 |
| <i>Leadership:</i> I demonstrated leadership by occasionally redirecting the team and encouraging everyone to participate. | 1 2 3 4 | 1 2 3 4 |
| <i>Evaluation:</i> This is my overall evaluation of the task performed and of my contribution to the team effort. | 1 2 3 4 | 1 2 3 4 |

Student's comments:

Student's signature: _____
(name) date

Evaluator's signature: _____
(name) date

Note: The evaluator could also be a peer observer in a team effort. The checklist would then require slight changes.

**Diagnostic evaluation checklist with a uniform scale
Pharmacotherapy: Calculate doses**

Evaluate the mathematical skills associated with the preparation of medications according to the following scale:

- 1- Never
- 2- Most times with difficulty
- 3- Most times with ease
- 4- Always

| Date | | | |
|------|--|--|--|
| | | | |

With accuracy:

Multiply whole numbers.

Multiply decimals.

Divide whole numbers.

Divide decimals.

Arrange data in a single variable equation.

Estimate the order of magnitude of the result of a rule of three or ratios and proportions.

Solve a single variable equation.

Check the accuracy of a result using the inverse operations.

Calculate a dose of medication on the basis of a prescription in mg.

Calculate a dose of medication on the basis of a prescription in ml.

| | | | |
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Evaluation to support learning

**Evaluation checklist with an assessment scale
Use pruning techniques**

Evaluate the student on the basis of the following criteria at the end of the learning process:

- ++ Above the minimum performance standard
- + At the minimum performance standard
- Below the minimum performance standard

| Date | | |
|--------|--------|--------|
| Tree 1 | Tree 2 | Tree 3 |

Choice of branches to be cut

Correctly chose the branches to be cut in accordance with the information in the program.

Chose the branches to be cut in accordance with the growth stage of the tree:

- clearing of leader growth
- conservation of main axis of primary branches
- hypotonic cuts

Showed concern for the environment.

Respected the natural shape of the tree.

Eliminated no more than 20 per cent of the leaves.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Choice of tools and equipment

Used the appropriate tools.

| | | |
|--|--|--|
| | | |
|--|--|--|

Observance of techniques and standards

Cut at the proper locations:

- at stump
- observance of cutting angle
- lengthwise cuts

Made clean cuts without harming the tree

- no harm
- clean cut

Correctly used the three-stage cutting technique.

Respected the principle of directional cutting.

Appropriately removed snags.

Used tools appropriately.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Pass/fail condition: Observed occupational health and safety rules.

Evaluation of a process, evaluation of the transfer of the competency at the end of the learning process

Evaluation checklist with a descriptive scale
Element: Prepare and administer medication or other substances

Check off and comment on each criterion.

Date

| | | |
|--|--|--|
| | | |
|--|--|--|

Verification

Criterion: *Accuracy* of verification

- Several pieces of information are missing.
- Once piece of information is missing.
- All the information is included.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Preparation

Criterion: *Organization* of information

- Several major steps are included.
- The steps are arranged in a logical order.
- One major step is missing.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Criterion: *Accuracy* of preparation

- Several steps are inaccurate.
- One or two steps are inaccurate.
- All the steps are accurate.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Evaluation checklist with a descriptive scale
Element: Prepare and administer medication or other substances (cont.)

Check off and comment on each criterion

Date

| | | |
|--|--|--|
| | | |
|--|--|--|

Administration

Observance of care procedure

- Several steps in the care procedure are missing.
- One step in the care procedure is missing.
- All the steps in the care procedure are included.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Accuracy of communication

- The information is missing or irrelevant.
- The information is incomplete.
- All the information is included.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Record

Completeness of record

- Several pieces of information are missing./
- One piece of information is missing.
- All the information is included.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Comments on missing information: _____

Evaluation of a process, evaluation to support learning and for the transfer of the competency at the end of the learning process

Note: Some tasks are performed repeatedly in different contexts in order to ensure that the competency has been acquired. Normally, there should be an improvement in the less successful elements in the course of learning. For certification purposes, the same elements should correspond to the indicators and evaluation criteria in the specifications.

Self-evaluation of participation
List of concerns associated with a practicum in the workplace

| | |
|---|---|
| Check off the elements that correspond to your participation. | √ |
| At the beginning | |
| 1. I made a personal summary of the key moments and issues of the practicum. | |
| 2. I made a table of my apprehensions. | |
| 3. I stated my expectations with respect to the practicum and the responsibilities I was given. | |
| 4. I stated the most useful resources to mobilize in terms of the expectations expressed for the acquisition of the competency. | |
| 5. I made a table of points to be improved and ways in which the practicum would help me move closer to my occupational goal. | |
| 6. I stated personal and training guidelines to help me adapt to situations. | |
| 7. I listed the operating rules of the workplace and my willingness to conform to expectations. | |
| 8. I described my experience when I performed a specific task. | |
| 9. I stated means of solving problems, those that came easily and those that required more effort. | |
| 10. I stated values that give meaning to my work experience. | |
| 11. I made a list of unanswered questions and thoughts. | |
| At the end | |
| 12. I identified the ways in which my perception of the practice of the trade or occupation changed. | |
| 13. I described my perception of the role I played with colleagues, clients or other people with whom I interacted. | |

**Log and self-evaluation
Entering the work force**

Suggestions: For each day of the practicum:

- With whom did you come into contact?
- What tasks did you perform?
- What successes and difficulties did you encounter in performing these tasks?
- What new concepts did you learn?
- What are your strengths and what needs improvement?
- What concrete means do you have to improve your performance?
- What comments did you receive after performing the different tasks?

Rate the criteria according to the following scale:

- A) Excellent
- B) Very good
- C) Good
- D) Fair

| During the learning process | Report 1 | Report 2 | Report 3 | Report 4 | End of practicum |
|---------------------------------|----------|----------|----------|----------|------------------|
| 1- Motivation at work | | | | | |
| 2- Ability to adapt | | | | | |
| 3- Punctuality | | | | | |
| 4- Sense of responsibility | | | | | |
| 5- Autonomy | | | | | |
| 6- Initiative | | | | | |
| 7- Compliance with instructions | | | | | |
| 8- Concern for a job well done | | | | | |

End-of-practicum report

What relationships have you established between the training received and your experience in the workplace?

What are your short-term personal and career plans?

How can you report on your progress to your teacher so that he or she is aware of the quality of your experience, participation, thoughts and learning?

Note: The teacher alone can judge the acquisition of the competency at the end of the practicum.

What did you appreciate?

Do you have any questions?

What did you retain?

What didn't you like?

GLOSSARY

Criterion-referenced interpretation

Comparison of a student's result with the expected degree of mastery expressed as evaluation criteria. In vocational training, the expected degree of mastery is entry level on the job market. This comparison is not related to other students' results.

Faithfulness, validity

A valid instrument must reflect the characteristic it is intended to measure, with a minimum of distortion from other constant or transitional factors; consequently, it could be said that it is sufficiently faithful.⁴⁵

Quality of a measuring instrument to measure with the same accuracy every time it is used.⁴⁶

Minimum performance standard

Quantitative criterion expressed as a number (4 elements out of 5), a mark (85 marks) or a percentage (80 per cent) of the items to which the student has responded correctly in a series of tasks, problems or questions related to a competency.

Prior learning

Previously acquired attitudes, knowledge, abilities and experiences.⁴⁷

Validity

Ability of an instrument to actually measure what it is intended to measure.⁴⁸

Weighting

The attribution of a numerical value to each of the elements of a series of objectives, items or notes in order to indicate their relative importance.⁴⁹

45. *Dictionnaire actuel de l'éducation*, p. 1405 [free translation].

46. *Dictionnaire actuel de l'éducation*, p. 609 [free translation].

47. *Dictionnaire actuel de l'éducation*, p. 9 [free translation].

48. *Dictionnaire actuel de l'éducation*, p. 1404 [free translation].

49. *Dictionnaire actuel de l'éducation*, p. 1001 [free translation].

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