


# EVALUATION OF CROSS-CURRICULAR COMPETENCIES



*Questions and answers*



*Main references in ministerial  
frameworks*

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Question

1) Who is responsible for teaching and evaluating the cross-curricular competencies?

### Answers

- Under the Act, the teacher selects the tools for evaluating student progress, particularly those required to assess cross-curricular competency development.
  - However, the *Policy on the Evaluation of Learning* indicates that all teachers and staff who work with the student are responsible for cross-curricular competency development. They can therefore work together in selecting and developing evaluation tools when planning the evaluation of the cross-curricular competencies.
  - According to the Act, teachers submit a proposal to the principal regarding the evaluation standards and procedures, including those related to the assessment of the cross-curricular competencies. **For example**, teachers might propose:
    - how many and which of the cross-curricular competencies are assessed in the communications (report card, competency report, other forms of communication)
    - how many times cross-curricular competency assessments appear in communications in a cycle or a year
    - how assessments of learning regarding cross-curricular competencies are communicated
    - which teachers are responsible for recording observations about one or more cross-curricular competencies and for reporting them.
- It should be noted that teachers may support their proposals using the guidelines presented in the evaluation of learning frameworks (elementary and secondary) and the competency levels (elementary).
- Under the Act, the principal approves the proposals made by the teachers if he or she is in agreement with them; otherwise, the principal must provide reasons for rejecting a proposal.
  - The school team may refer to the guide *Renewing the Local Framework for the Evaluation of Learning* to establish school evaluation standards and procedures.

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Question

2) Which aspects of the cross-curricular competencies are compulsory?

### Answers

- The cross-curricular competencies are components of the QEP. As the program is prescriptive, students must complete the learning required to develop the cross-curricular competencies.
  - Under section 19 of the Act, teachers must select methods of instruction that correspond to student needs.
  - Teachers have always played a part in helping students develop skills related to the cross-curricular competencies, particularly work methods, teamwork and use of information and communications technologies. Now teachers are taking these skills into account in different ways.
  - Under the Basic school regulation, as of July 2007, the end-of-cycle or end-of-year competency report must inform parents of student learning in at least one of the cross-curricular competencies.
    - In June 2008, the competency reports for Elementary Cycles One to Three, Secondary Cycle One and year one of Secondary Cycle Two must include an assessment of learning for the cross-curricular competencies evaluated during the period covered in the report.
    - Subsequently, in 2009, such an assessment will be provided in the competency reports of students in year two of Secondary Cycle Two.
    - In 2010, students in the third year of Secondary Cycle Two will also have such an assessment in the competency report.
- Each school decides how the cross-curricular competencies will be evaluated when it establishes its evaluation standards and procedures. The different frameworks for the evaluation of learning propose guidelines to this effect.
- While it is appropriate to use formative comments to assess learning related to the cross-curricular competencies, teachers must refer to the evaluation criteria set out in the QEP to decide which aspects of the cross-curricular competencies must be observed.

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Questions

**3) Must separate learning situations be used to develop and evaluate the cross-curricular competencies?**

### Answers

- NO. The QEP stipulates that a teacher's learning situations must address one or more selected cross-curricular competencies. As specified in the framework, the cross-curricular competencies are generally developed in the learning and evaluation situations that are used to develop the subject-specific competencies.
- This means that separate learning and evaluation situations need not be used for the cross-curricular competencies; however, teachers must ensure that the tasks assigned to students will allow them to develop the cross-curricular competencies.
- However, when teachers decide to evaluate one or more cross-curricular competencies during learning and evaluation situations, they must define the observable indicators that will allow them to evaluate competency development.

**4) Must the report card indicate student learning with regard to the cross-curricular competencies?**

- Under the Basic school regulation, teachers are not required to evaluate development of the cross-curricular competencies for the report card. However, a school may plan to do so in its evaluation standards and procedures.
- Under the Basic school regulation, the competency report must include an assessment of one or more cross-curricular competencies.

**5) Are any communications other than the report card and the competency report required to indicate student learning with regard to the cross-curricular competencies?**

- The Basic school regulation does not specify the nature of these communications. Schools must determine both the nature and the content of the communications while respecting evaluation standards and procedures.
- Teachers address this question when their school determines its evaluation standards and procedures.

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Questions

**6) How is the method for reporting on student learning with regard to the cross-curricular competencies different from the method for reporting on the status of competency development and the competency levels attained?**

### Answers

- The method for reporting on the assessment of learning for the cross-curricular competencies is different from the method for reporting on the status of competency development and the competency levels attained.
- The assessment of learning for the cross-curricular competencies does not necessarily involve using legends and ratings such as those used in report cards and competency reports to show the status of competency development during the cycle and the competency levels attained at the end of the cycle.
- The assessment may be given in the form of comments on a student's strengths and challenges, or in the form of an overall judgment that determines the extent to which student learning has been satisfactory.
- The assessment of learning for the cross-curricular competencies may be expressed in a number of ways, but it must be based on observations using the evaluation criteria set out in the QEP.

**7) Does the evaluation of cross-curricular competencies require that teachers work together?**

- The *Policy on the Evaluation of Learning* mentions that collaboration between teachers who have made observations on the same cross-curricular competencies is required at the end of the cycle, when they are asked to make a judgment on competency development. While the frameworks on the evaluation of learning specify that sometimes it is best to work together to assess the cross-curricular competencies, they do not make it compulsory.
- Under the Act, the school principal is responsible for approving the teachers' proposed standards and procedures for evaluating the cross-curricular competencies. Several approaches are possible. If a school uses formative comments for each subject, teachers are not required to work together. However, if the school favours using general formative comments, and more than one teacher has made observations on the same cross-curricular competencies, then teachers could work together.

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Main references in ministerial frameworks

#### Prescriptive

#### **Education Act (hereafter, the Act)<sup>1</sup>**

- Section 19: ...The teacher is entitled, in particular,
  - 1) to select methods of instruction corresponding to the requirements and objectives fixed for each group or for each student entrusted to his care;
  - 2) to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to his care.
- Section 96.15: The principal is responsible for approving, on the proposal of the teachers  
...
  - 4) the standards and procedures for the evaluation of student achievement in keeping with the prescriptions of the basic school regulation and subject to the examinations that may be imposed by the Minister or the school board; ...

#### **Basic school regulation for preschool, elementary and secondary education**

- Section 15: ...A cycle is a period of learning during which students acquire competencies in each subject area and cross-curricular competencies which prepare them for further studies.
- Section 30.1: The student's competency report must include ...
  - (2) (cf. 2007-07-01) an assessment of the student's achievement in one or more of the cross-curricular competencies, observed during the period concerned in keeping with the standards and procedures for the evaluation of student achievement approved by the principal under subparagraph 4 of the first paragraph of section 96.15 of the Act.

#### **Québec Education Program – Preschool Education – Elementary Education**

- The Québec Education Program (QEP) contains nine cross-curricular competencies: four intellectual competencies, two methodological competencies, two personal and social competencies, and one communication-related competency. The evolution of the cross-curricular competencies is described in the QEP. There are no end-of-cycle outcomes (pp. 11 to 39).
- They are mutually complementary, and all complex situations necessarily involve more than one cross-curricular competency at a time (p. 12).

#### **Québec Education Program – Secondary Cycle One**

- The secondary level continues with the same nine cross-curricular competencies, which are presented thus: ... the cross-curricular competencies are not really a new feature of the curriculum, but rather a set of guidelines that make it easier to identify important dimensions of learning that should be used and worked on in all the subject areas and in the broad areas of learning and, as such, should not constitute the focus of students' work, in isolation from any program content (p. 33).
- In addition, information is provided regarding the evaluation of cross-curricular competency development: The nature of cross-curricular competencies and the fact that they concern different aspects of cognitive, social and affective development make it necessary to use a variety of approaches in evaluating them. The observation of students' behaviours, procedures or attitudes during learning situations that call for the competencies is one possible approach, as is student self-evaluation. From this perspective, it is important to avoid establishing an exclusive one-to-one relationship between a specific subject and the development—and hence the evaluation—of a specific cross-curricular competency (p. 34).

1. Text in italics is unabridged.

## EVALUATION OF CROSS-CURRICULAR COMPETENCIES

### Main references in ministerial frameworks

Not prescriptive

#### Annual Directives

- For the 2005-2006 school year:

*The provisions of the new Basic school regulation with respect to communication with parents, as set out in sections 29, 30 and 30.1 of the Regulation, have been in effect since July 1, 2005, with the exception of paragraph 2 of section 30.1, which pertains to the cross-curricular competencies and will come into effect on July 1, 2007.*

#### Policy on the Evaluation of Learning

- *Evaluation of learning must be carried out in conformity with the education programs and programs of study (Orientation 4, p. 15)*
- *In keeping with Orientation 4, which requires that evaluation be carried out in conformity with the education programs, planning must lead to learning and evaluation activities that take into account all of the program components: the subject-specific competencies in the different subject areas, the cross-curricular competencies and the broad areas of learning (General Aspects - Section 5.2.1, p. 35)*
- *During the cycle, . . . in the case of cross-curricular competencies, responsibility for the assessment of student progress **may** [our bold type] be shared by the different members of the cycle team and any other person working with the student (General Aspects - Section 5.2.1, p. 35)*
- *Toward the end of a cycle, especially when preparing the end-of-cycle report, the cycle team **must** [our bold type] work together to make judgments on the development of subject-specific and cross-curricular competencies and collaborate as needed with other persons who work with the student (General Aspects - Section 5.2.1, p. 36)*

#### Evaluation of Learning at the Preschool and Elementary Levels – Framework

*This framework presents guidelines for evaluating the cross-curricular competencies (p. 21). It also provides tools for gathering information to be used in the evaluation of some cross-curricular competencies.*

- *At the end of the cycle, the team of teachers could work together to arrive at a judgment on the degree to which a student has acquired competencies. Homeroom teachers and subject specialists may collaborate on cross-curricular competencies and arrive at a judgment regarding competencies in their respective subjects (p. 19).*

#### Competency Levels by Cycle – Elementary School

- *A scale of four levels is presented for each cross-curricular competency and each cycle. These scales help evaluate competency development throughout and at the end of elementary school. They also provide guidelines for teachers planning learning situations.*

#### Reference Framework on the Evaluation of Learning in Secondary School (forthcoming)

- *This framework, which will be published at a later date, will discuss the cross-curricular competencies: cycle planning and planning for each learning and evaluation situation, evaluation practices that foster competency development, and communication with parents. Sample evaluation rubrics and tools for communication with parents will be provided in the framework.*

