

Evaluation Criteria and Intellectual Operations (I.O.) Secondary History Cycle 1 & 2

(To be used as of July 2011. Based on the [Evaluation Frameworks](#))



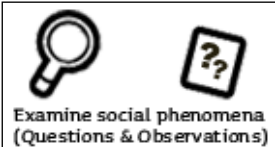
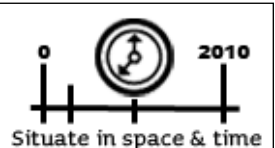
<p>Focus of Evaluation</p>		<p>Evaluation of Learning: (See QEP and Progression of Learning)</p> <ul style="list-style-type: none"> • Verify the knowledge acquired by the student • Evaluate the student’s ability to apply the knowledge acquired 	
<p>Evaluation Criteria & Explanations</p>	<p style="text-align: center;">----- Cycle 1 -----</p>	<ul style="list-style-type: none"> • Proficiency of subject-specific knowledge targeted in the Progression of Learning <i>Criterion used to evaluate subject-specific knowledge</i> • Appropriate use of knowledge (Competencies 1, 2, 3) <i>Criterion used to evaluate the performance of intellectual operations that draw on knowledge related to social phenomena of the present, historical knowledge and knowledge related to citizenship education</i> Implies “Execution of the Intellectual Operations”: <ul style="list-style-type: none"> - Examine social phenomena of the present and the past - Situate in time and space - Establish facts - Characterize a historical phenomenon - Make comparisons - Determine explanatory factors and consequences - Determine elements of continuity and changes - Establish connections between facts - Establish causal connections - Characterize the evolution of a society (Sec. IV) • Rigour of his/her historical reasoning (Competency 2) <i>Criterion used to evaluate the development of an explanation highlighting social, political, economic, cultural and territorial changes that took place in the past</i> • Expression of a well-founded opinion (Cycle 2, Competency 3) <i>Criterion used to evaluate the development of an argument defending a position on a social issue</i> 	<p style="text-align: center;">----- Cycle 2 -----</p>


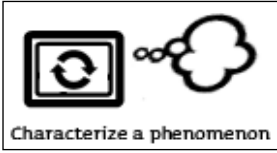

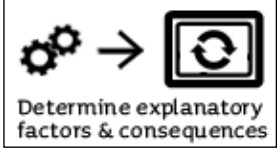
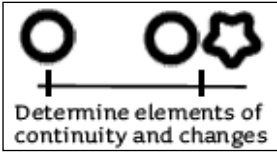
Criterion 1 details: PROFICIENCY OF SUBJECT-SPECIFIC KNOWLEDGE TARGETED IN THE PROGRESSION OF LEARNING


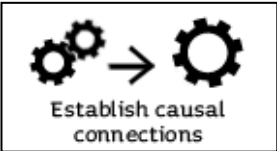
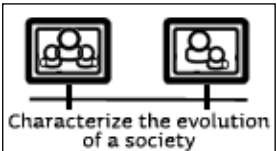
Criterion 1 evaluates the student’s ability to **commit to memory** the knowledge targeted in the *Progression of Learning*. The evaluation of this criterion is often done without the support of documents.

Criterion 2 details: APPROPRIATE USE OF KNOWLEDGE:

Criterion 2 evaluates the student’s ability to perform **intellectual operations** that draw on knowledge related to the social phenomenon of the present, historical knowledge and knowledge related to citizenship education.

<p>I.O. <i>Intellectual Operations</i></p>	<p>WHAT THE INTELLECTUAL OPERATION INVOLVES</p>	<p>COMPETENCY CONNECTIONS</p>
 <p>Examine social phenomena (Questions & Observations)</p>	<p>The student’s ability to formulate questions from a historical perspective and to make observations.</p>	<p>1 2 3</p>
 <p>Situate in space & time</p>	<p>The student’s ability to place facts in chronological order OR The student’s ability to place a fact or a set of facts on a timeline OR The student’s ability to establish the precedence or posteriority of facts OR The student’s ability to situate territories in time OR The student’s ability to situate geographic elements or facts or territories in a space at a given point in time.</p>	<p>1</p>

I.O. <i>Intellectual Operations</i>	WHAT THE INTELLECTUAL OPERATION INVOLVES	COMPETENCY CONNECTIONS
 <p>Establish facts</p>	<p>The student's ability to identify relevant and accurate facts</p>	<p>1</p>
 <p>Characterize a phenomenon</p> <p><small>i.e. Characterize a historical phenomenon</small></p>	<p>The student's ability to identify characteristics</p> <p>Or</p> <p>The student's ability to identify a general feature of a set of specific characteristics</p>	<p>2</p> <p>3</p>
 <p>Make comparisons</p>	<p>The student's ability to identify similarities and differences</p>	<p>2</p> <p>3</p>
 <p>Determine explanatory factors & consequences</p>	<p>The student's ability to identify facts that explain a phenomenon</p> <p>Or</p> <p>The student's ability to identify facts resulting from a phenomenon</p>	<p>2</p> <p>3</p>
 <p>Determine elements of continuity and changes</p>	<p>The student's ability to identify what remains unchanged over time</p> <p>Or</p> <p>The student's ability to indicate a change occurring over time</p>	<p>2</p> <p>3</p>

I.O. <i>Intellectual Operations</i>	WHAT THE INTELLECTUAL OPERATION INVOLVES	COMPETENCY CONNECTIONS	!	
 <p>Establish connections between facts</p>	<p>The student's ability to interrelate facts</p> <p>OR</p> <p>The student's ability to illustrate a statement by citing relevant and accurate facts</p>	<p>2</p> <p>3</p>	MORE COMPLEX	
 <p>Establish causal connections</p>	<p>The student's ability to establish a logical connection between explanatory factors and consequences</p>	<p>2</p> <p>3</p>		
 <p>Characterize the evolution of a society</p>	<p>The student's ability to summarize the evolution of a historical phenomenon</p> <p>SECONDARY 4 ONLY !</p>	<p>1</p> <p>2</p> <p>3</p>		