

General presentation

- Introduction
- The evaluation of learning
- Contents of the learning kit
- Topics covered in this document
- Sensitization activities
- Learning tools and support documentation
- Mediagraphy

Introduction

The evaluation of learning plays a vital role in pedagogical strategies at all teaching levels: from primary schools with their new programs, to colleges with the establishment of programs defined by competencies. Evaluations have become a major topic of concern today. Change requires new approaches and an intellectual understanding of new practices is not sufficient. Individuals must find meaning in them. As Gérard Scallon writes, the question is not new but the goals are different and new questions are being raised:

“Why perform an evaluation? ... This is quite the question! Many answers have been given and there is a multitude of work on the subject. Every decade or so, we rewrite the answers based on the educational system, expectations and ideologies of the time. Like any question, it must be meaningful at the time it is asked and it must also have meaning for the person asking it. [...]

During the last four decades, Québec’s school system has undergone major changes. Over time, we have experienced different periods of reflection. Teachers today face major challenges. They must assimilate programs targeting the development of competencies. New teaching approaches and practices incorporating project-based learning and student cooperation must be mastered. Teachers must collaborate with many people both inside and outside the teaching profession. Let us also underline that evaluations have become the major concern of the hour. It is sometimes necessary to substitute or integrate totally new approaches to prior knowledge and skills. Knowing “how to evaluate” is important, but knowing “why to evaluate” is what gives meaning to the practice of evaluation. In addition, to complicate matters further, the answer is not univocal or impartial, since it relates to the person doing the evaluation [...].

In the past, evaluations were designed to bring pressure to bear and to accelerate progress. They were also a symbol of power. This approach to evaluation is gone, or at least dying out. Evaluation practices have been refined and must now be backed by solid arguments. The idea of monitoring student progress in order to maximize educational success is now widely accepted as a guiding principle and integrating concept.”¹

¹ Translated from Gérard Scallon, “Pourquoi évaluer?... Quelle question!”, *Vie pédagogique*, no 120, September-October 2001, p. 20-23.

Emerging changes

Changing from a program driven by objectives to a program based on the development of competencies alters the traditional role of evaluations. Learning rather than knowledge becomes the object of the evaluation. As Marie-Françoise Legendre states, the instructor's professional judgment plays a key role:

“To evaluate is to make an assessment without necessarily knowing the consequences that ensue. To be evaluated has far-reaching consequences (Lemay, 2000). It is therefore not surprising that the evaluation of learning is seen as a key component in current educational reform.”²

New trends in the evaluation of learning have been part of the Québec pedagogical landscape for some time now. Their importance is more pronounced today than ever before. However, once the chaotic implementation stage is over, the desire to understand the nature and basis for change will become stronger. André Chabot summarizes it this way:

“Generally-speaking, over the last twenty years, the evaluation of learning has experienced changes in:

- study program structure (competency-based approach)
- learning concepts: from behaviorism to cognitivism and constructivism
- evaluation types: from normative to criteria-based evaluations
- evaluation objectives: from knowledge to competencies
- evaluator's role: from an individual perspective to a program approach
- evaluation tools: from tests based on knowledge to problem situations
- learning results: from grades expressed in percentages to descriptive results

The main research and pedagogical movements to influence these changes are: cognitive psychology and the organization of the learner's prior knowledge, transfer of learning and metacognition (when to use this or that way of proceeding), motivation and the social context of learning (cooperative approach).

In the United States and Europe, the movement for authentic evaluations has brought about a paradigm shift in the role of evaluations. Today an evaluation is seen as a learning tool more than a selection tool.

An evaluation is authentic when:

- it provides an accurate assessment of student ability to carry out key intellectual tasks;
- the students can demonstrate their skills and what they have learned;
- the students encounter a broad range of situations that incorporate valid learning activities, rich and stimulating situations: projects, performance tests, discussions, etc.;
- the students are allowed to work on improving and fine-tuning their answers (product or process);
- criteria are used to assess the quality of the response.

² Translated from Marie-Françoise Legendre, “Favoriser l'émergence de changements en matière d'évaluation des apprentissages”, *Vie pédagogique*, n° 120, September-October 2001, p. 15-19.

New methods have been in use for some time now to test the different roles and the timing of evaluations. New tools such as self-evaluations, networks of concepts and portfolios enable students to participate even more actively in their learning through formative and summative evaluations [...]

From now on, development relating to the evaluation of learning will be focused on the objects of evaluation (competency and the process by which students acquire it), the quality of the tools and results that are communicated to students in an ongoing fashion, according to the competency profile.”³

The evaluation of learning

The evaluation of learning is a complex part of instructional planning. However, practices are many and varied and practitioners are not always clear as to the foundations on which they are built. The competency-based approach that now guides the design of study programs, calls for changes in current teaching practices.

“The inherent limitations in the widespread use of standardized tests led specialists and teachers to look for other ways of evaluating student learning. Other factors include the growing influence of cognitivist thinking and constructivism and an academic curriculum based on the development of competency. All of the above have a profound effect on the conception and implementation of the evaluation of learning.” (Laliberté, 1995)

Influences relative to the evaluation of learning in a general *college context* include the type of instruction and evaluation models used for program development, cognitive psychology, and the new paradigm in the evaluation of learning.

Training in colleges and the evaluation approach

“The primary goal of college education is to teach students to be autonomous and to resolve complex problems in a variety of real life and work situations. In a program approach, the disciplines, subject matter and courses are subordinate to the development of generic, professional and socio-cultural competencies. The goals are competencies, such as: integration of knowledge, intellectual capacities, psychomotor and technological skills as well as socioaffective capacities and dispositions that allow for adequate and effective action, for the analysis and modification of situations (solutions, improvement), and taking charge of one’s own cultural, social and professional development. Competency consists in the ability and resources we need to carry out our role and responsibilities, to accomplish our activities and tasks.

What is of concern in colleges is competency as a precursor to mastery, a potential for mastery. The challenge of evaluation within an academic framework is the ability to reflect a valid and accurate image of student competency in one or several fields.”⁴

³ Translated from André Chabot, “Les nouvelles tendances en évaluation des apprentissages”, *Reflets*, vol. 8, n° 1, Cégep de Chicoutimi, December 1997. [<http://www2.cgodin.qc.ca/carrefour/lectures.htm>].

⁴ Translated from François Vasseur et al, “Journée pédagogique portant sur l’élaboration d’un système d’évaluation des apprentissages dans le cadre de la nouvelle PIEA”, Cégep de La Pocatière, October 1998.

Developmental models for study programs⁵

When a new program development model is introduced in education, two questions immediately arise: Does the model provide answers to the problems that teachers have identified and how does this new model differ from previous models? Let us briefly examine these two areas.

In Québec as elsewhere, the first programs were designed around a table of contents specific to disciplinary subject matter: A succession of components joined into a logical sequence. Instruction had one goal: To explore a specific content adequately. However, we saw that even when taught in a logical way, knowledge was not enough for the student to develop competencies; the course had to be included within a practical training program.

Thereafter, programs and courses were described in terms of objectives. Inspired by behaviorist psychology, these programs made it possible to clarify the vagueness of our good intentions vis-à-vis instruction. Learning objectives were defined, as were student behaviours and evaluation criteria. However, the learning objectives were so unrelated that one course could contain more than fifty objectives; additionally, these objectives were parceled out in teaching units, like individual atoms dispersed in space. This caused us to lose sight of the real learning objectives of courses and programs. Finally, programs were centered on evaluation rather than support for the integration of learning and the development of complex cognitive capacities.

Chapter 3 of this learning kit deals specifically with the subject of developmental models for study programs.

Influence of cognitive psychology⁶

The transition from a pedagogy based on first-generation objectives to a competency-based pedagogy is related to the evolution of psychology and recent discoveries on the brain and learning. (See the table on page 15 (*The influence of psychology on teaching and learning*). Cognitive psychology concepts are compatible with learning centered on the development of competencies.

Chapter 2 of this kit deals specifically with the influence of cognitive psychology.

An evaluation of learning based on the new paradigm

The recommended evaluation is in line with this new paradigm⁷:

- The evaluation is appropriate to complex, multidimensional, integrated and transferable learning;
- The evaluation truly supports learning;
- The summative evaluation results are interpreted versus the targeted results (interpretation based on evaluation criteria);
- The evaluation supports forward-thinking methodology and values the role of professional judgment while recognizing student accountability.

⁵ Translated from Pierre Deshaies, Hermann Guy and Michel Poirier, “Un modèle d’élaboration des programmes”, *Recueil intégrateur, Section I : Une vision intégrée de la formation au collégial, regroupement des collèges Performa, 2003.*

⁶ Ibid.

⁷ Translated from Cécile D’Amour and Groupe de travail à Performa, *L’évaluation des apprentissages au collégial : du cours au programme, Fascicule II. Cadre de référence. Première partie: Les questions préalables, first edition, [s. l.], April 1996, p. 15-18.*

At college level, the evaluation of learning falls under the aegis of the new paradigm; moreover, it must be carried out in a professional manner and within the program framework.

Chapter 2 of this kit specifically covers the evaluation of learning based on the new paradigm.

Contents of the kit

The evaluation of learning in a competency-based approach raises many questions and the documents in this kit help provide some answers. Answers however are as numerous as the concepts on which the practices are based.

A person's underlying learning and evaluation concepts have a strong influence on instruction and evaluation practices. On this level it is useful for teachers to enrich the "frame of reference" on which they rely to decode situations and make the right choices. The implementation of a competency-based program by the teacher implies its interpretation. What influences teachers' interpretation are not only the characteristics of the situation but also the mental model they create using their own frame of reference. This frame of reference is supported by a whole range of knowledge that is not static but dynamic.

To avoid pitfalls, we must understand underlying concepts and their influence on practices...

There are two major pitfalls in academic reform:

- Reform without change: giving current practices a new packaging and rhetoric. Our way of doing things does not change, only our way of describing the activities.
- Change without a solid foundation: adopting new practices without understanding the concepts and principles on which they are based. They change our way of doing things without necessarily influencing our underlying beliefs."⁸

Chapter 1 "Beliefs and practices in the evaluation of learning" makes it possible to actualize the perception an individual has of evaluation practices and the models used.

Chapter 2 "From teaching to learning: impact on evaluations" introduces the basis for change and allows for the identification of essential characteristics that impact the new paradigm in the evaluation of learning.

Chapter 3 "The vision and impact of study programs centered on competencies" attempts to describe and validate the impact of instructional programs targeting the development of competencies.

Chapter 4 "Definitions and policies relative to the evaluation of learning" sheds light on current evaluation models, principles and policies that guide evaluation practices.

Chapter 5 "Establishing a general evaluation strategy" highlights the importance of a general plan for competency assessment that determines how formative and summative evaluations are used in practice.

Chapter 6 "Procedures for developing an evaluation" provides general procedures and detailed steps for planning an evaluation.

Chapter 7 "The comprehensive program assessment" provides a broad outline for developing a comprehensive assessment. This type of evaluation at college level will enrich the frame of reference and relevant practices.

The topics discussed in this document are outlined in greater detail in the following pages.

⁸ Translated from Marie-Françoise Legendre, "Présentation sur le thème des grandes orientations de la réforme", ministère de l'Éducation du Québec, February 15, 2000.

Topics presented in this document

Chapter 1: Beliefs and practices in the evaluation of learning

- My evaluation practices
- My beliefs relative to the evaluation of learning
- Evaluation based on the new paradigm

Chapter 2: From teaching to learning: impact on evaluations

- From a teaching paradigm to a learning paradigm
- A new paradigm in the evaluation of learning
- Bringing change to the evaluation of learning

Chapter 3: The vision and impact of study programs centered on competencies

- Development of a study program
- The concept of competency
- The characteristics of a competency and its influence on planning and evaluation
- The principles connected to competency assessment
- The basic concept of an authentic evaluation

Chapter 4: Definitions and policies relative to the evaluation of learning

- A definition of the evaluation of learning
- Principles underlying the evaluation of learning
- Principles and rules that guide the evaluation of learning

Chapter 5: Establishing a general evaluation strategy

- Planning levels
- Components of a general evaluation strategy
- Development of a general evaluation strategy

Chapter 6: Procedures for developing an evaluation

- Analyze the targeted learning
- Identify and specify the items to be evaluated
- Choose and validate the tasks and evaluation tools
- Develop tools to collect data and for the evaluation judgment
- Communicate the results and provide students with feedback

Chapter 7: A comprehensive program assessment

- The definition of a comprehensive program assessment
- The object of evaluations: essential learning
- Conditions for a valid comprehensive evaluation

- Three grids for evaluation or self-evaluation in a comprehensive program assessment

The table shown on the next page, *The influence of psychology on teaching and learning*, summarizes the influence of behaviorism and cognitive psychology on the concepts of teaching and learning, students, evaluations and the instructor's role. A synthesis of the contributions made by these two psychological approaches helps us better grasp the nature of the changes underway, their pedagogical components and their impact on the planning of teaching⁹ activities and the evaluation of learning. This frame of reference conditions the pedagogical choices discussed in this document.

⁹ Translated from Pôle de l'Est, "Pour une analyse détaillée des influences de la psychologie cognitive sur la planification de l'enseignement et de l'apprentissage", *L'enseignement et l'apprentissage : un cadre conceptuel*, see Chapter 10, 1992, p. 195-221.

The influence of psychology on teaching and learning

Behaviorism

Concept of teaching

- creation of an environment centered on the development of behaviour;
- creation of an environment that breaks up the content;
- creation of an environment that organizes content as a series of prerequisites;
- creation of a coercive environment by the teacher.

Concept of learning

- learning occurs through the association of stimulus and response;
- learning is primarily imitation;
- learning is achieved successively.

Concept of teacher's role

- the teacher intervenes frequently;
- the teacher is a trainer.

Concept of evaluation

- the evaluations are frequent;
- the evaluation relates to behaviour displayed;
- the evaluation is often formative, sometimes summative;
- feedback relates to performance results.

Concept of learner

- the learner responds to environmental stimuli;
- the learner is reactive;
- the learner is motivated by external factors.

Cognitive psychology

Concept of teaching

- creation of an environment based on student's prior knowledge;
- creation of an environment centered on cognitive and metacognitive strategies;
- creation of an environment with complete and complex tasks.

Concept of learning

- learning occurs through the gradual increase in knowledge;
- learning occurs when prior knowledge integrates new information;
- learning requires the organization of knowledge;
- learning occurs through global tasks.

Concept of teacher's role

- the teacher intervenes frequently;
- the teacher is a trainer;
- the teacher is a mediator between knowledge and the student.

Concept of evaluation

- the evaluations are frequent;
- the evaluations relate to knowledge as well as cognitive and metacognitive strategies;
- the evaluation is often formative, sometimes summative;
- feedback is centered on the strategies being used;
- feedback is focused on the construction of knowledge.

Concept of learner

- the learner participates actively;
- the learner demonstrates a constructive attitude;
- the learner is motivated in part by his perception of the value of the task and by the control he has over his success.

Translated from an adaptation by Tardif (1992)

Translated from Pôle de l'est, *Processus de planification d'un cours centré sur le développement d'une compétence*, regroupement des collèges Performa, December 1996, p. 9.

Sensitization activities

Activity 1:	Beliefs and practices in the evaluation of learning
Activity 1.1:	Evaluation practices
Activity 1.2:	My beliefs concerning the evaluation of learning
Activity 2:	Characteristics of an evaluation of learning under the new paradigm
Activity 3:	Characteristics of competencies and their impact on course planning and the evaluation of learning
Activity 3.1:	Study programs and the concept of competency
Activity 3.2:	Characteristics of a competency and their impact
Activity 3.3:	Principles related to competency assessment and the contribution of an authentic assessment
Activity 4:	Definition and policies which guide the evaluation of learning
Activity 4.1:	Definitions
Activity 4.2:	Policy
Activity 5:	General evaluation strategy
Activity 5.1:	Example of a general evaluation strategy
Activity 5.2:	Planning levels
Activity 5.3:	Components of a general evaluation strategy
Activity 5.4:	The development of a general evaluation strategy
Activity 6:	Planning the evaluation for the final exam
Activity 6.1:	The training objective
Activity 6.2:	The objects of evaluation, performance indicators and evaluation criteria
Activity 6.3:	The evaluative task
Activity 6.4:	The marking grid
Activity 6.5:	Communicating the results
Activity 7:	Evaluating a comprehensive program assessment

Learning tools and documents

The number of the learning tools and documents corresponds to the sensitization activity number.

— Learning tool 1.A:	Evaluation practices
— Learning tool 1.B:	The evaluation of learning based on the new paradigm
— Learning tool 1.C:	Self-evaluation of beliefs relative the evaluation of learning
— Learning tool 1.D:	“Beliefs and practices in the evaluation of learning”
— Complementary document 1:	Student perceptions and expectations
— For reference:	Results of the research on “Beliefs and practices in the evaluation of learning”
<hr/>	
— Learning tool 2.A:	From a teaching paradigm to a learning paradigm
— Learning tool 2.B:	Summary of the characteristics of the two paradigms
— Learning tool 2.C:	Statements for discussion
— Learning tool 2.D:	Summary of the characteristics of learning evaluations based on the new paradigm
— Document 2.A:	A new paradigm in the evaluation of learning
— Document 2.B:	Supporting the emergence of change in the evaluation of learning
— Document 2.C:	Bringing changes to the evaluation of learning
— Complementary document 2:	Alternate ways of designing and evaluating learning
<hr/>	
— Learning tool 3.A:	Development of a study program
— Learning tool 3.B:	Definition of a competency
— Learning tool 3.C:	Characteristics of competencies and their impact on course planning and the evaluation of learning
— Learning tool 3.D:	Characteristics of competencies and their impact on course planning
— Learning tool 3.E:	Characteristics of competencies and their impact on the evaluation of learning
— Learning tool 3.F:	Principles connected to competency assessment
— Learning tool 3.G:	The authentic evaluation
— Learning tool 3.H:	Tensions between traditional and modern ways of thinking
— Document 3.A:	Development of a study program
— Document 3.B:	Assessment in authentic situations: underlying principles

— Complementary document 3:	LASNIER, François, Principles of an evaluation in competency-based learning (Competency Based Training) linked to principles of competency-based learning
— Learning tool 4.A:	A definition of the evaluation of learning
— Learning tool 4.B:	Guiding principles for the evaluation of learning
— Learning tool 4.C:	Definitions applicable to the evaluation of learning
— Learning tool 4.D:	Comparing three types of evaluations
— Learning tool 4.E:	Principles and rules that govern my actions
— Document 4.A:	“Principles and rules that guide the evaluation of learning”
<hr/>	
— Supporting document: Document 2.C:	“Bringing changes to the evaluation of learning”
<hr/>	
— Learning tool 5.A:	Example of a general evaluation strategy and related documentation
— Learning tool 5.B:	Course planning levels: from ministerial specifications to Lesson planning
— Learning tool 5.C:	Course planning based on competency development
— Learning tool 5.D:	The components and tools pertinent to a general evaluation strategy
— Complementary document 4:	From planning stages to the evaluation plan for the final course test
<hr/>	
— Learning tool 6.A:	Procedures for developing an evaluation plan and tools for collecting data and making judgments
— Learning tool 6.B:	Tasks for the analysis of a learning target
— Learning tool 6.C:	Tool for the analysis of a competency
— Learning tool 6.D:	Tasks to identify objects of evaluation
— Learning tool 6.E:	Tasks appropriate for the evaluation of learning
— Learning tool 6.F:	The description of an authentic situation
— Learning tool 6.G:	Guidelines for choosing evaluation methods
— Learning tool 6.H:	Tasks to build data collection tools
— Learning tool 6.I:	Sample marking grid designed at Cégep Saint-Laurent
— Learning tool 6.J:	Tasks to communicate evaluation results
— Document 6.A:	Tools for evaluations in authentic situations
— Document 6.B:	How to assess competencies
<hr/>	
— Learning tool 7.A:	The definition of a comprehensive program assessment
— Learning tool 7.B:	Objects of evaluation: essential learning The exit profile What is evaluated is being taught

- Learning tool 7.C:
 - A grid of shared responsibilities for instruction
 - A valid comprehensive program assessment:
 - Prerequisites
 - The preparation of the student throughout the program
 - The choice of evaluation test
 - Sample comprehensive program assessment
- Learning tool 7.D:
 - Three grids for evaluation or self-evaluation within a comprehensive assessment
- Complementary document 5:
 - The evaluation of learning at college level: from course to program

Mediagraphy

- CHABOT, André, Les nouvelles tendances en évaluation des apprentissages, *Reflets*, vol. 8, n° 1, Cégep de Chicoutimi, December 1997. [<http://www2.cgodin.qc.ca/carrefour/lectures.htm>]
- D'AMOUR, Cécile, *Principes et règles d'action qui devraient guider l'évaluation des apprentissages*, *Session de perfectionnement*, Cégep de l'Abitibi-Témiscamingue, 1995.
- D'AMOUR, Cécile et Groupe de recherche à Performa, *L'évaluation des apprentissages au collégial : du cours au programme*,
- Fascicule I. La problématique, [s. 1.], April 1996, 66 p.
 - Fascicule II. Cadre de référence. Première partie : Les questions préalables, 85 p.
 - Fascicule III-IV – section 1. Avenues quant au comment faire. Comment faire l'évaluation des apprentissages? Comment faire l'animation pédagogique sur ce thème?, January 1997, multiple pages.
 - Fascicule III-IV – section 2. Avenues quant au comment faire. Comment faire l'évaluation des apprentissages? Comment faire l'animation pédagogique sur ce thème?, January 1997, multiple pages.
 - Appendices, [s. 1.], January 1997, Table of contents, multiple pages.
[http://www.educ.usherb.ca/performa/documents/fiches/D_Amour_et_al.htm], Université de Sherbrooke, Performa.
- D'AMOUR, Cécile, *Les pratiques d'évaluation dans le département de chimie en fonction des compétences*, *Activité de perfectionnement*, Collège de Bois-de-Boulogne, Performa, 1995.
- DESHAIES, Pierre, Hermann GUY et Michel POIRIER, *Recueil intégrateur*
- Section 1 : Un cadre de référence sur la formation au collégial
 - Section 2 : L'élaboration locale d'un programme d'études
 - Section 3 : La planification de l'enseignement centré sur le développement des compétences
 - Section 4 : L'évaluation des apprentissages centrés sur le développement de compétences
 - Section 5 : Le suivi de l'implantation d'un programme d'études
- (appearing soon), regroupement des collèges Performa, Sherbrooke.
- DESHAIES, Pierre. *Évaluer de façon formative et sommative*, document produced within the framework of MIPEC/PED-858/Outils de formation, version 2, Collège Shawinigan, Fall 2002.
- HOUART, Mireille, *Évaluer des compétences. Oui, mais... comment?*. [<http://www.det.fundp.ac.be/~mho/assessment.htm>], Département Éducation et Technologie, Namur, FUNDP.
- HOWE, Robert, Un nouveau paradigme en évaluation des apprentissages, *Pédagogie collégiale*, vol. 6, n° 3, 1993.
- HOWE, Robert et Louise MÉNARD, *Croyances et pratiques en évaluation des apprentissages*, *recherche PAREA*, Laval, Collège Montmorency, 1993.

- HOWE, Robert et Louise MÉNARD, Croyances et pratiques en évaluation des apprentissages , *Pédagogie collégiale*, vol. 7, n° 3, 1994, p. 21-27.
- LAFORTUNE, Louise et Colette DAUDELIN, *Accompagnement socioconstructiviste. Pour s'approprier une réforme en éducation*, Sainte-Foy, Presses de l'Université du Québec, 2001, p. 109 et 110.
- LALIBERTÉ, Jacques, D'autres façons de concevoir et de faire l'évaluation des apprentissages , *Pédagogie collégiale*, 1995.
- LEGENDRE, Marie-Francoise, Présentation sur le thème des grandes orientations de la réforme , Québec, ministère de l'Éducation du Québec, February 15, 2000.
- LEGENDRE, Marie-Francoise, Favoriser l'émergence de changements en matière d'évaluation des apprentissages , *Vie pédagogique*, n° 120, September-October 2001, p. 15-19.
- LOUIS, Roland, *L'évaluation des apprentissages en classe : Théorie et pratique*, Montréal, Éditions Études Vivantes, 1999.
- MARTEL, Angéline, La transition des instructivismes aux constructivismes par les technologies de la communication au service de l'enseignement/apprentissage à distance, 2002. [<http://www.refad.ca/constructivisme.html>], Télé-université.
- PÔLE DE L'EST, Pour une analyse détaillée des influences de la psychologie cognitive sur la planification de l'enseignement et de l'apprentissage , *L'enseignement et l'apprentissage : un cadre conceptuel*, most of Chapter10, 1992, p. 195-221.
- PÔLE DE L'EST, *Processus de planification d'un cours centré sur le développement d'une compétence*, regroupement des collègues Performa, December 1996, p. 9.
- SCALLON, Gérard, Pourquoi évaluer... Quelle question! *Vie pédagogique*, n° 120, September-October 2001, p. 20-23.
- VASSEUR, François et autres, Journée pédagogique portant sur l'élaboration d'un système d'évaluation des apprentissages within the framework of the new PIEA , La Pocatière, Cégep de La Pocatière, October 1998.

Recommended reading

- HOULE, Dominique, Robert HOWE and Louise MÉNARD, Les grilles d'observation pour évaluer les apprentissages , *Pédagogie collégiale*, vol. 11, n° 4, May 1998, p. 10-15¹⁰.
- JONNAERT, Philippe, *Compétences et socioconstructivisme, un cadre théorique*, Éditions de Boeck, Bruxelles, 2002, p. 34-40¹¹ et p. 76-79¹².
- LASNIER, François, *Réussir la formation par compétences*, Guérin, Montréal, 2000, p. 434-437¹³.
- LOUIS, Roland, *L'évaluation des apprentissages en classe : Théorie et pratique*, Éditions Études Vivantes, Montréal, 1999, p. 77-98¹⁴.
- MUNN, Joanne et Pierrette JALBERT, *Les grilles d'observation*, Société GRICS, Fall 2001, 14 p.¹⁵.
- PÔLE DE L'EST, *Processus de planification d'un cours centré sur le développement d'une compétence*, regroupement des collèges Performa, December 1996, p. 150-177¹⁶.
- WIGGINS, Grant, *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*, San Francisco, Jossey-Bass¹⁷.
- WIGGINS, Grant, *The case for authentic assessment. Practical Assessment, Research & Assessment*, 2 (2), 1999. [<http://ericae.net/pare/getvn.asp?v=2&n=2>]¹⁸

-
- ¹⁰ Article on developing an observation grid applied to the evaluation of stages in nursing
- ¹¹ Pay particular attention to section 3 of chapter 2 relating to the concept of competency and new study programs
- ¹² Pay particular attention to the summary of chapter 4 entitled “Comment peut-on aborder le concept de compétence dans une perspective socioconstructiviste?”
- ¹³ Pay particular attention to appendix D recommending various formative evaluation strategies
- ¹⁴ Pay particular attention to chapter 7 on evaluation in authentic situations and the construction of evaluation tasks
- ¹⁵ Text showing the characteristics, strengths, and weaknesses in some observation grids with procedures to build and validate descriptive scale grids.
- ¹⁶ Pay particular attention to chapter 7 on the evaluation of competencies.
- ¹⁷ A recognized reference relative to the evaluation of learning
- ¹⁸ Text including the definition and characteristics of the authentic evaluation

