

# Evaluation Criteria and Intellectual Operations (I.O.) Secondary Contemporary World Cycle 2

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



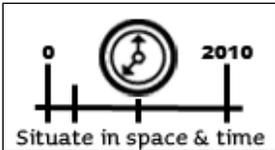
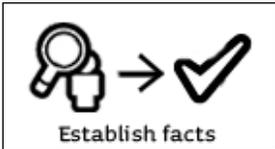
<p><b>Focus of Evaluation</b></p>	<p><b>Evaluation of Learning:</b></p> <ul style="list-style-type: none"> <li>• Verify the knowledge acquired by the student</li> <li>• Evaluate the student's ability to apply the knowledge acquired</li> </ul>
<p><b>Evaluation Criteria &amp; Explanations</b></p>	<ul style="list-style-type: none"> <li>• <b><i>Proficiency of subject-specific knowledge targeted in the QEP</i></b></li> <li>• <b><i>Appropriate use of knowledge (Competencies 1, 2)</i></b> <i>Implies "Execution of the Intellectual Operations":</i> <ul style="list-style-type: none"> <li>- <i>Situate in time and space</i></li> <li>- <i>Establish facts</i></li> <li>- <i>Characterize a phenomenon related to a world problem</i></li> <li>- <i>Make comparisons</i></li> <li>- <i>Determine explanatory factors and consequences</i></li> <li>- <i>Establish connections between facts</i></li> <li>- <i>Establish causal connections</i></li> </ul> </li> <li>• <b><i>Rigour of his/her reasoning (Competency 2)</i></b> <i>Explanation of a contemporary world problem</i></li> <li>• <b><i>Expression of a well-founded opinion (Competency 2)</i></b> <i>Argument defending a position on a contemporary world issue</i></li> </ul>

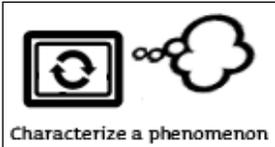
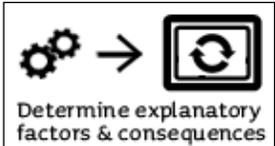
**Criterion 1: Proficiency of the subject-specific knowledge targeted in the QEP:**

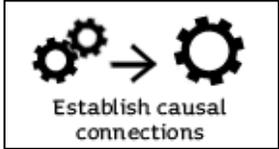
**Criterion 1** evaluates the student’s ability to **commit to memory** basic facts. The evaluation of this criterion is often done without the support of documents.

**Criterion 2: 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><b>I.O.</b> <i>Intellectual Operations</i></p>	<p><b>WHAT THE INTELLECTUAL OPERATION INVOLVES</b></p>	<p><b>COMPETENCY CONNECTIONS</b></p>
 <p>Situate in space &amp; time</p>	<p>The student’s ability to place facts in chronological order</p> <p>OR</p> <p>The student’s ability to place a fact or a set of facts on a timeline</p> <p>OR</p> <p>The student’s ability to situate geographic elements or facts or territories in a space at a given point in time.</p>	<p><b>1</b></p>
 <p>Establish facts</p>	<p>The student’s ability to identify relevant and accurate facts on various manifestations of a problem in the world</p>	<p><b>1</b></p> <p><b>2</b></p>

<p><b>I.O.</b> <i>Intellectual Operations</i></p>	<p><b>WHAT THE INTELLECTUAL OPERATION INVOLVES</b></p>	<p><b>COMPETENCY CONNECTIONS</b></p>
 <p>Characterize a phenomenon</p> <p>i.e. Characterize a phenomenon related to a world problem</p>	<p>The student's ability to identify characteristics related to actors, facts, point of view</p> <p>Or</p> <p>The student's ability to identify global trends</p> <p>Or</p> <p>The student's ability to identify interests and values that underlie the points of view of actors such as states, international institutions, multinational firms, citizen groups and media</p>	<p>1</p> <p>2</p>
 <p>Make comparisons</p>	<p>The student's ability to identify similarities and differences in the forms the problem takes in the world</p> <p>Or</p> <p>The student's ability to establish points of convergence and divergence among the points of view of actors</p>	<p>1</p> <p>2</p>
 <p>Determine explanatory factors &amp; 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>Or</p> <p>The student's ability to identify some solutions proposed by actors</p>	<p>1</p> <p>2</p>

 <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 from a variety of documents</p>	<p>2</p>
 <p>Establish causal connections</p>	<p>The student's ability to establish a logical connection between explanatory factors and consequences</p> <p>Or</p> <p>The student's ability to recognize some advantages and disadvantages to the solutions proposed</p>	<p>2</p>