

Colloque en l'honneur de Jean Cardinet – 80 ans

Évaluation des élèves : où en est-on aujourd'hui ?

Methodological aspects related to establishing
minimum standards for performance

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Abstract

Standards are not a new thing in education, they have always existed. But nowadays, educators are pressurized to make them explicit and public. Educational standards can be about content, opportunity to learn or student performance (Linn 1994), they can be related to vertical or horizontal score equating, and they may have to take into account value added data. In a sense, standards have a life of their own, independent of the substantive matter where they are to be put at work, but a life related to the methodological tools that are called to the witness stand to attest their validity. This presentation will review some methodological aspects related to different techniques of establishing standards: judgemental, judgemental-empirical, empirical-judgemental and empirical (Berks 1986; Cizek 2001, Blais et al. 2007). Moreover, it will highlight the value bound aspect of standards and their intrinsic relation to space and time.