

Scales of Competency Levels

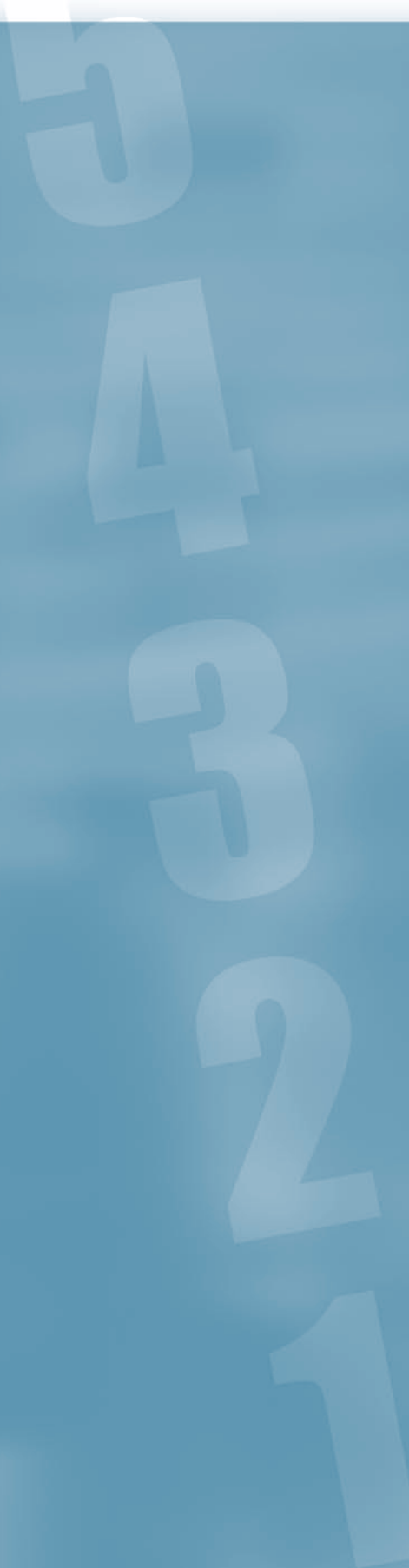


Elementary Education
Cycle Three

Scales of Competency Levels



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Cycle Three



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Ministère de l'Éducation, du Loisir et du Sport, 08-01000

978-2-550-55011-2 (print version)

978-2-550-55012-9 (PDF version)

Legal Deposit—Bibliothèque et Archives nationales du Québec,
2009

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FOREWORD

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that teachers must prepare starting in the 2008-2009 school year. Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

Comment

It should be noted that, in 2002, the Ministère published a document entitled Scales of Competency Levels (publication code 13-4601A) describing the development of competencies at the elementary level. This document was mainly intended to serve as a support for teaching. Its use was not compulsory and was not related to the production of competency reports.



Part One

Introduction

5

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1

INTRODUCTION

An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each cycle in elementary school and their use is prescribed by the *Basic school regulation* (section 30.1).

A Uniform Model for All Subjects

To ensure that the scales for all subjects have the same format, a model composed of five competency levels was selected. Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects, at both the elementary and secondary levels.

TABLE 1
OUTLINE OF THE SCALES OF COMPETENCY LEVELS

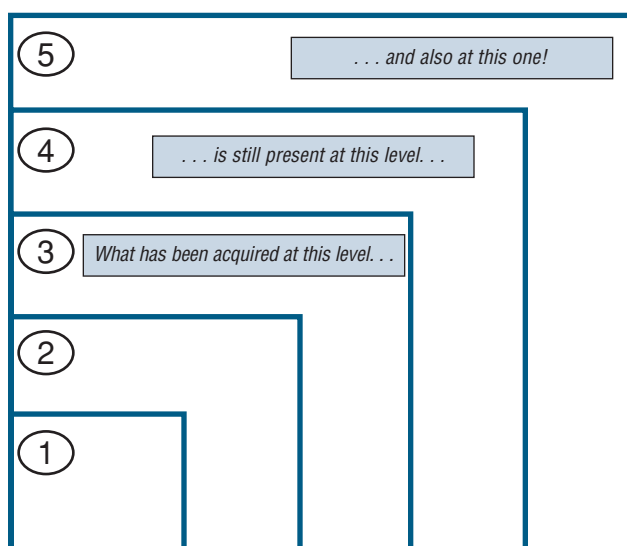
LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES *
5	Advanced	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	Thorough	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	Acceptable	The student mobilizes the main resources: he/she performs the basic tasks.
2	Partial	The student mobilizes some of the resources, with guidance: he/she has trouble performing the tasks.
1	Minimal	The student mobilizes few resources: he/she partially performs the tasks or performs them with constant help.

* The essential knowledges constitute the repertoire of resources indispensable for the development and exercise of the competency. They are generally presented in terms of strategies, learnings and techniques. (See *Québec Education Program, Preschool Education and Elementary Education*, p. 9).

The description of each competency level is consistent with the content of the Québec Education Program, but is not a literal reiteration of that content. It is not a matter of defining learning objectives, but of proposing reference points that can be used as a guide in making an assessment with respect to the student's level of competency development at the end of each cycle.

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves.

It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.



Inclusive nature of the levels of the scale

The Distinctive Feature of Level 1

The wide range of observable behaviours possible for a competency exhibiting minimal development makes it difficult to draw up a typical profile for level 1. In fact, competency level 1 is attributed to students who have not attained level 2. Thus the description of level 1 is often brief and usually mentions that the student needs ongoing support to successfully carry out the tasks assigned to him or her.

Cross-Curricular Competencies

The descriptions contained in the scales for the various subjects take the cross-curricular competencies into account, since their development is closely linked to that of the subject-specific competencies. The presence of elements associated with cross-curricular competencies, particularly at the higher levels of the scales for each subject, indicates their importance for students' educational success and highlights the fact that they must be specifically targeted by planned learning and evaluation situations.

Use of the Scales

The competency report is not the result of some mathematical calculation made on the basis of results recorded during the cycle; it is, rather, an assessment of the level of competency a student has attained, that is, of the student's ability to effectively draw on and use the resources specified in the Québec Education Program (strategies, learnings, techniques). Analysis of the observations made makes it possible to obtain a portrait of the student's competency development and to match it with one of the levels on the scale. Keep in mind that this is a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the recorded data.

Since the descriptions contained in the scales are relatively short, they cannot specify all the aspects that must be taken into account in making an assessment of competency development. Different evaluation tools (e.g. rubrics, checklists) are therefore needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' assessments. Since these are based on relevant and sufficient records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed.

It is therefore important that students who are at risk of not progressing beyond the lower levels of the scale (1 and 2) be identified as early as possible, and given appropriate support. A pedagogical diagnosis and proposals for support measures could be provided along with the competency report in such a case (for example, within an individualized education plan).

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used.

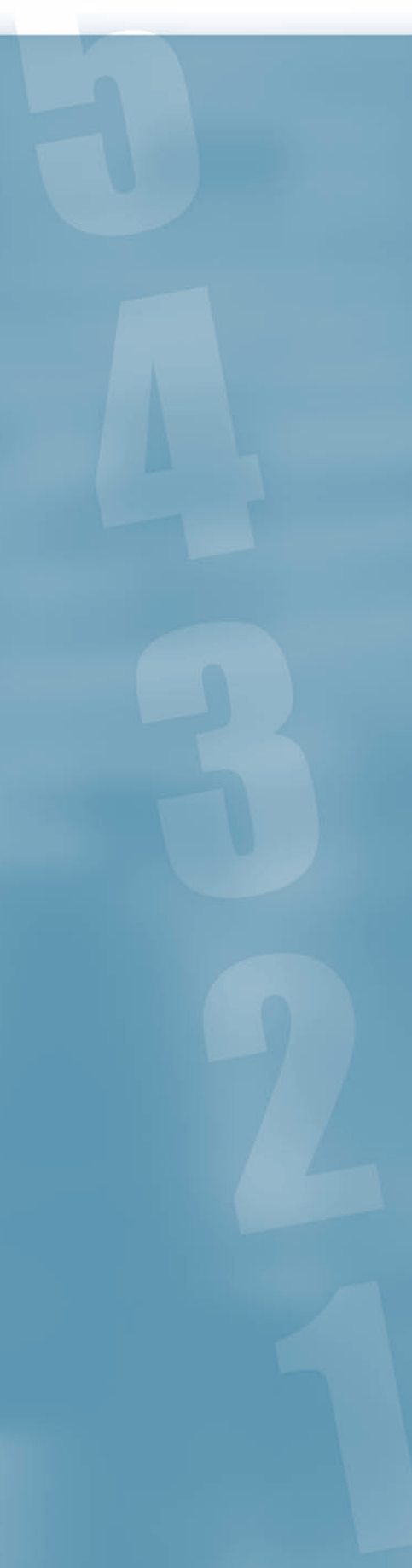
Main practices to be established for preparing competency reports

- Provide the students with frequent and varied opportunities to develop and demonstrate their competencies, that is, their ability to effectively mobilize and use the resources specified in the Québec Education Program (strategies, learnings, techniques).
- Explain the scales and their purpose to students and parents.
- Keep relevant and sufficient records of student learning.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a level.
- Where called for, report more detailed information for certain students (e.g. those with an individualized education plan).



Part Two

The scales



ENGLISH LANGUAGE ARTS

COMPETENCY 1: TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in reading and listening to literary, popular and information-based texts, in accordance with the requirements of the Québec Education Program.

On a regular basis, classroom conditions should allow students to do the following:

- work in integrated language arts contexts designed around complex tasks and inquiry
- read and listen to written, spoken and media texts
- be frequently exposed to quality literature along with the different text types described in the program
- have access to a variety of books and other texts written and produced for young readers, including literature, media texts, nonfiction and texts from popular culture
- participate in storytelling and drama activities
- collaborate and work in social interaction
- demonstrate evidence of interpretation of texts and critical thinking
- contribute to the collection of work samples as evidence of competency development in an integrated language arts personal file such as a portfolio
- discuss what constitutes evidence of reading development so as to become familiar with assessment criteria

In Elementary Cycle Three, the teacher presents situations that enable students to do the following:

- read, write, listen to, view and discuss varied texts, including media texts, literature and poetry to support the development of their reading competency
- demonstrate the use of reading strategies to construct meaning
- listen to quality spoken language through texts read aloud
- discuss and interpret stories, visual texts and illustrations in response activities
- compare and contrast texts to synthesize ideas

ENGLISH LANGUAGE ARTS

COMPETENCY 1: TO READ AND LISTEN TO LITERARY, POPULAR AND INFORMATION-BASED TEXTS

5 Advanced competency development

Sustains and extends reading of varied text types beyond personal preferences. Elaborates on structures and specific features of particular text types that contribute to understanding. Considers issues, values and social cultural settings that represent a view of the world that goes beyond the text. Personalizes procedures for research. Recommends and promotes preferred texts. Shares insights about own reading process.

4 Thorough competency development

Reads various text types including those that are less familiar. Assumes a critical stance when comparing text types such as works by same author, works addressing similar themes, or film versions of written texts. Synthesizes related ideas when comparing texts and text types. Identifies and explains use of stereotypes or examples of prejudice. Responds to texts by justifying opinions with examples from the text. Refers to structures and features of text to support interpretation and judgment about the text. Selects pertinent information from a variety of resources when conducting research. Initiates talk about favourite books and authors with teacher and peers.

3 Acceptable competency development

Reads and interprets preferred text types. Applies and explains the use of various meaning-making strategies such as predicting, confirming and correcting, rereading, reading ahead, and self-questioning. Monitors own reading through self-correction. Interprets visual information, including graphic organizers, Web sites and tables. Locates relevant information when conducting research. Collaborates with peers to interpret texts and asks questions to develop understanding. Describes interests, preferences, strengths and needs as a reader and sets reading goals. Refers to a rubric and exemplars to assess own reading development. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2 Partial competency development

Selects reading material according to interests and purpose. Uses preferred strategies with occasional assistance to make meaning of text. Talks about likes and dislikes and asks questions about texts listened to or viewed. Responds to texts orally, in writing or through media productions by relying on prompts. Maintains a reading log or record to share when conferring with the teacher.

1 Minimal competency development

Reads familiar text types with support. Depends on assistance to locate specific details or information. Uses teacher-suggested reading strategies to find meaning in texts. Responds to texts through talk, when invited, including media texts and texts that are read aloud. Indicates reading preferences based on personal interests when questioned.

ENGLISH LANGUAGE ARTS

COMPETENCY 2: TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in writing self-expressive, narrative and information-based texts, in accordance with the requirements of the Québec Education Program.

On a regular basis, classroom conditions should allow students to do the following:

- work in an integrated language arts contexts designed around complex tasks and inquiry
- be frequently exposed to quality literature and varied text types to serve as writing models
- participate in storytelling and drama activities
- collaborate and work in social interaction
- develop a personal writing process
- contribute to the collection of work samples as evidence of competency development in an integrated language arts personal file such as a portfolio
- discuss what constitutes evidence of writing development so as to become familiar with assessment criteria

In Elementary Cycle Three, the teacher presents situations that enable students to do the following:

- read and listen to quality children's literature and poetry to support development of their writing competency
- read, view, discuss and interpret media texts to support the development of their writing competency
- write for personal and social purposes
- use appropriate language conventions
- discuss structures and features of written texts to incorporate into own productions
- confer with peers and teacher to develop a sense of audience and purpose and to demonstrate and encourage revision strategies
- share their writing through informal classroom publishing
- receive and offer feedback in order to rework and edit texts

ENGLISH LANGUAGE ARTS

COMPETENCY 2: TO WRITE SELF-EXPRESSIVE, NARRATIVE AND INFORMATION-BASED TEXTS

5 Advanced competency development

Organizes and extends texts to express/explain ideas and to inform and persuade wider audiences. Controls structures and features of different text types when crafting writing. Initiates peer and teacher conferences to give and receive feedback on writing. Discusses strengths of own writing and applies effective strategies to revise and edit. Discusses use of structures and features from works by familiar authors and subsequently applies similar structures and features to own writing. Talks about self as writer, noting strengths and needs.

4 Thorough competency development

Uses prewriting techniques and procedures such as brainstorming and use of graphic organizers or a writer's notebook to plan writing projects. Uses less familiar text types when writing for a known audience, with purpose in mind. Chooses acquired vocabulary, adjusts language use or register to suit purpose and audience. Varies sentence structure for desired effect. Reorganizes the text to enhance meaning. Applies strategies to revise and edit writing. Confers with peers/teacher to improve writing, and offers and responds to feedback.

3 Acceptable competency development

Brainstorms with peers to plan writing projects. Writes using familiar structures and features of different text types. Revises selected texts in response to feedback such as adding details, rewriting beginnings and endings, and extending ideas and details. Edits with reference to a familiar guide for language conventions, addressing capitalization, end punctuation, spelling and grammar. Refers to a rubric and exemplars to assess productions. Identifies accomplishments as a writer and sets achievable goals. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2 Partial competency development

Talks about writing ideas. Writes brief texts that include essential features of the text type for a known audience. Writes ideas in sequence. Shares writing, when invited, and applies suggestions for revision of ideas and structures, with guidance. Uses a familiar resource such as a list of commonly misspelled words to edit writing, when prompted. Completes selected pieces of writing to publish informally. Compares own writing with earlier pieces and discusses changes.

1 Minimal competency development

Discusses writing plans when questioned. Writes narrative texts and information-based texts in simple language for a familiar audience. Relies on patterns of familiar texts to shape writing. Rereads own writing to edit and revise with one-to-one support. Selects writing pieces to further develop and complete, when prompted. Talks about own writing when questioned.

ENGLISH LANGUAGE ARTS

COMPETENCY 3: TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in representing their literacy in different media, in accordance with the requirements of the Québec Education Program.

On a regular basis, classroom conditions should allow students to do the following:

- work in integrated language arts contexts designed around complex tasks and inquiry
- be frequently exposed to quality media texts and images to serve as models
- participate in storytelling and drama activities
- read and interpret varied media texts through response activities
- collaborate and work in social interaction to produce media texts for different purposes and familiar audiences and to share and offer feedback for editing and reworking the texts
- contribute to the collection of work samples as evidence of competency development in an integrated language arts personal file such as a portfolio
- discuss what constitutes evidence of development of media literacy so as to become familiar with assessment criteria

In Elementary Cycle Three, the teacher presents situations that enable students to do the following:

- view and discuss media texts in support of the development of their media competency
- discuss and think critically about the messages conveyed through media
- discuss structures, features and messages communicated through media texts for response and interpretation, and to incorporate into own productions
- share and discuss own productions with peers
- receive and offer feedback in order to rework and edit texts
- confer with peers and teacher to develop a sense of audience and purpose

ENGLISH LANGUAGE ARTS

COMPETENCY 3: TO REPRESENT HER/HIS LITERACY IN DIFFERENT MEDIA

5

Advanced competency development

Produces a variety of mixed-media texts in collaboration with others for different purposes and audiences. Demonstrates a personal view of the world when producing and interpreting media texts. Explains choices of structures and features when designing and producing media messages and texts. Discusses and explains preferred media productions with reference to their structures and features. Considers the impact of structures and features on the message. Identifies own strengths as media interpreter and producer. Sets goal for future media productions.

4

Thorough competency development

Selects and applies suitable media structures, features and techniques for different audiences and purposes. Offers peers feedback on their productions and incorporates their feedback into own or group media texts. Compares different media texts that address similar products, topics, messages or information. Responds to various media text types, recognizing audience and message. Identifies stereotypes and bias in media texts. Uses language specific to the medium when discussing and creating media texts such as advertisements, graphic representations, short films, comic strips or other media text types. Discusses own media productions. Refers to a rubric and exemplars to assess productions.

3

Acceptable competency development

Collaborates with peers to produce media texts to entertain, inform or persuade. Uses planning tools and a variety of familiar resources to organize and construct media texts. Selects an intended audience when producing media texts for a specific purpose. Applies known structures and features to different media texts. Discusses and draws relevant information/meaning from different media texts. Explains choices made in media productions and evaluates own productions. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2

Partial competency development

Plans and produces familiar media texts with guidance from peers and teacher. Identifies structures of media texts, with support, and suggests an appropriate text type for the purpose and audience of a specific production. Recognizes the essential messages/information in media texts. Offers and explains opinions when responding to different media texts, when questioned. Replies to questions about own media productions.

1

Minimal competency development

Collaborates and plans with peers to produce simple media texts when assisted. Responds to different media texts by expressing likes and dislikes. Selects preferred media texts for sharing with peers and teacher.

ENGLISH LANGUAGE ARTS

COMPETENCY 4: TO USE LANGUAGE TO COMMUNICATE AND LEARN

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in using language to communicate and learn, in accordance with the requirements of the Québec Education Program.

On a regular basis, classroom conditions should allow students to do the following:

- work in integrated language arts contexts designed around complex tasks and inquiry
- collaborate and work in social interaction such as in group discussions, and with activities that feature response to literature, problem-solving and drama
- participate in storytelling and drama activities
- contribute to the collection of work samples as evidence of competency development in an integrated language arts personal file such as a portfolio
- discuss what constitutes evidence of development of the oral language competency so as to become familiar with assessment criteria

In Elementary Cycle Three, the teacher presents situations that enable students to do the following:

- talk in a variety of informal classroom situations as means of learning, extending thinking, and exploring and presenting ideas when working and sharing tasks in groups
- engage in inquiry through talk in collaborative groups when reading, writing, viewing and listening to texts
- discuss messages conveyed through written, spoken and media texts
- discuss structures and features of text types that contribute to meaning
- use talk for learning and critical thinking when conferring with peers and teacher

ENGLISH LANGUAGE ARTS

COMPETENCY 4: TO USE LANGUAGE TO COMMUNICATE AND LEARN

5

Advanced competency development

Assumes a key role in collaborative group work. Initiates pertinent questions to deepen understanding or enhance communication. Presents projects or research for school or classroom purposes and for familiar audiences. Adjusts own viewpoint in consideration of new information. Responds to spontaneous questions in an informed and confident manner. Formulates arguments to support or challenge a viewpoint. Offers and defends opinions when discussing texts read, viewed or listened to. Hypothesizes solutions for problems.

4

Thorough competency development

Clarifies and reshapes ideas through collaborative talk, such as when brainstorming and planning projects. Compares and contrasts different viewpoints. Offers own interpretations when discussing texts read, viewed or listened to. Communicates with precise language for specific purposes, such as to inform or to elaborate ideas. Modifies language to improve understanding or effect on audience. Discusses own performances and sets goals for improved communication.

3

Acceptable competency development

Interacts in group discussions by building on what is offered by team members, by asking questions or by offering opinions. Presents own research to small groups when collaborating with peers. Poses questions for the purposes of clarification when discussing texts read, viewed or listened to. Expresses and justifies personal viewpoint. Uses appropriate vocabulary during spoken interactions. Adjusts language or register to address specific audiences. Talks about own language development during teacher-student conferences. Refers to a rubric and exemplars to assess own learning. Selects samples of work to include in a collection of examples in a personal file such as a portfolio.

2

Partial competency development

Follows directions for group work with prompting. Collaborates to complete projects when guided. Asks simple questions related to topic. Reiterates previously discussed ideas and opinions when called upon. Uses appropriate English language structures or syntax to convey messages. Indicates areas for improvement when discussing own performance.

1

Minimal competency development

Participates in group discussions when assisted. Assumes assigned roles in group work with guidance. Lists requirements of tasks with one-to-one support when guided. Responds to questions using English language structures. Offers opinions when questioned. Talks about self as learner when asked.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

Cette compétence se subdivise en deux volets :

- *Communiquer* : interaction orale et écrite spontanée entre des interlocuteurs présents physiquement ou virtuellement;
- *Comprendre et lire* : compréhension orale et écrite de textes de différentes formes (orale, écrite, visuelle ou mixte).

La présente échelle permet d'évaluer plus spécifiquement le volet *Communiquer*.

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à interagir en français (volet *Communiquer*), conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les tâches présentées soient structurées et donnent un cadre précis à l'élève tout en lui offrant certains choix;
- que les interactions soient soutenues par des textes courants et littéraires authentiques, signifiants et porteurs de la culture francophone;
- que les stratégies soient modélisées;
- que les apprentissages ciblés soient réinvestis dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de participer à des interactions spontanées orales et écrites répondant aux intentions données et se déroulant avec des interlocuteurs plus ou moins connus;
- d'aborder des sujets plus ou moins familiers en réutilisant du vocabulaire courant ou appris en classe;
- d'accroître ses connaissances et son ouverture à l'égard de la culture francophone du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement immédiat;
- de réfléchir sur sa participation et sur ses stratégies à partir des quelques critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

Compétence marquée

Échange et développe quelques idées en fonction de l'intention de communication. Communique avec une certaine aisance un message clair, malgré des erreurs (ex. : d'accord, de prononciation). Formule quelques phrases dont la syntaxe est correcte et utilise quelques expressions courantes apprises en classe. Démonstre une compréhension de certaines nuances de la langue (ex. : humour).

4

Compétence assurée

Partage son opinion, donne des exemples ou explique ses propos. Manifeste une bonne compréhension d'un message comportant certaines informations implicites et réagit de façon appropriée aux propos de son interlocuteur. Respecte certains éléments prosodiques (ex. : débit, volume de la voix). Emploie des stratégies adéquates. Corrige des erreurs relevées par un pair ou par l'enseignant.

3

Compétence acceptable

Échange brièvement des informations ou des idées portant sur ce qui a été entendu, lu ou vu, ou sur le repère culturel abordé. Manifeste une compréhension globale d'un court message. Communique un message compréhensible composé de courtes phrases et d'un vocabulaire familier. Tient compte de certains éléments de la situation (ex. : intention de communication, interlocuteur). Emploie des stratégies et des ressources suggérées. Utilise les critères fournis pour évaluer son interaction.

2

Compétence peu développée

Participe, lorsque sollicité et avec de l'aide, aux interactions orales ou écrites. Manifeste une compréhension partielle d'un court message. Communique un bref message généralement compréhensible lié au sujet à l'aide d'un vocabulaire restreint. Adapte des phrases modèles ou formule des phrases calquées sur sa langue maternelle.

1

Compétence très peu développée

Réagit à des consignes usuelles en s'appuyant sur le langage non verbal de son interlocuteur. Manifeste, malgré un soutien constant, une compréhension limitée d'un très court message explicite. Répond par quelques mots en français ou par des gestes. Recourt généralement à sa langue maternelle comme stratégie de dépannage durant les interactions.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

Cette compétence se subdivise en deux volets :

- *Communiquer* : interaction orale et écrite spontanée entre des interlocuteurs présents physiquement ou virtuellement;
- *Comprendre et lire* : compréhension orale et écrite de textes de différentes formes (orale, écrite, visuelle ou mixte).

La présente échelle permet d'évaluer plus spécifiquement le volet *Comprendre et lire*.

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à interagir en français (volet *Comprendre et lire*), conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les tâches présentées soient structurées et donnent un cadre précis à l'élève tout en lui offrant certains choix;
- que les textes courants et littéraires abordés soient authentiques, signifiants et porteurs de la culture francophone;
- que les textes choisis correspondent au niveau de développement de l'élève et répondent à diverses intentions;
- que les stratégies et la démarche soient modélisées;
- que les connaissances linguistiques liées au texte et à la phrase soient réinvesties dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de lire, d'écouter et de visionner des textes accompagnés d'un support visuel portant sur des sujets plus ou moins familiers, et dont le vocabulaire est familier ou appris en classe;
- de valider sa compréhension de différentes façons, notamment par le partage de son opinion à l'égard du texte avec un ou des interlocuteurs;
- d'accroître ses connaissances et son ouverture à l'égard de la culture francophone du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement immédiat;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sa compréhension à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

Compétence marquée

Diversifie ses lectures à partir de suggestions ou de ses centres d'intérêt. Consulte quelques textes et organise l'information retenue pour réaliser les tâches. Compare son opinion sur le texte à celle d'un pair, notamment à l'égard d'un repère culturel. Explique certaines expressions courantes.

4

Compétence assurée

Démontre une bonne compréhension des textes proposés et en choisit de nouveaux correspondant à son niveau. Situe des informations dans le temps et dans l'espace. Appuie ses réponses à l'aide d'informations tirées du texte. Déduit des informations implicites (ex. : relation entre les personnages) et le sens de certaines phrases à partir de quelques indices linguistiques (ex. : pronoms personnels, marques du pluriel). Emploie des stratégies et des ressources adéquates et en explique le choix. Souligne une réussite et détermine un défi à relever.

3

Compétence acceptable

Démontre une compréhension globale des textes proposés. Suit la démarche proposée en tenant compte de l'intention de lecture. Réalise les tâches malgré des difficultés de compréhension. Dégage ou fait un rappel des informations importantes. Exprime brièvement son opinion sur le contenu et la présentation du texte. Établit des liens entre un aspect du texte et sa vie personnelle. Réutilise, dans une autre tâche, des informations ou du vocabulaire issus du texte. Reconnaît les stratégies utilisées et emploie des stratégies et des ressources suggérées. Utilise les critères fournis pour évaluer sa compréhension.

2

Compétence peu développée

Démontre une compréhension partielle des courts textes proposés. Réalise, en partie et avec de l'aide, les tâches de compréhension orale ou écrite. Repère des informations explicites et les partage avec un pair à l'aide d'un support visuel. Décrit brièvement un repère culturel abordé. Choisit, pour ses lectures, des textes déjà entendus ou lus.

1

Compétence très peu développée

Démontre une compréhension limitée de courts textes qui ont été entendus, lus ou vus (ex. : chanson, album, film), malgré un soutien constant de l'enseignant ou d'un pair. Dégage le sujet et certaines informations du texte à partir du titre, de mots connus et d'images. Répond par des mots du texte erronément associés à la question ou utilise sa langue maternelle.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à produire des textes variés, conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les tâches présentées soient structurées et donnent un cadre précis à l'élève tout en lui offrant certains choix;
- que les modèles de textes courants et littéraires utilisés soient authentiques, signifiants et porteurs de la culture francophone;
- que les productions répondent à diverses intentions;
- que les stratégies et la démarche soient modélisées;
- que les connaissances linguistiques liées au texte et à la phrase soient réinvesties dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de produire à l'oral et à l'écrit des textes de longueur variable dont le vocabulaire est courant ou appris en classe;
- d'aborder des sujets plus ou moins familiers et de s'adresser à différents destinataires;
- d'exprimer son opinion à l'égard de repères culturels francophones du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement immédiat;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sur sa production à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

Compétence marquée

Produit des textes dont certaines idées sont enchaînées et développées. Tient compte de certaines caractéristiques du destinataire. Utilise un vocabulaire approprié et quelques expressions courantes. Effectue des accords dans le groupe verbal.

4

Compétence assurée

Produit des textes généralement clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe, d'accord), en s'inspirant du modèle donné. Décrit ou appuie ses propos, notamment ceux liés à un repère culturel. Emploie le pronom pour éviter la répétition et effectue des accords dans le groupe du nom. Respecte certains éléments prosodiques (ex. : articulation, débit, volume de voix). Emploie des stratégies et des ressources adéquates et en explique le choix. Améliore des aspects de sa production à l'aide de l'outil proposé ou de la rétroaction reçue. Souligne des réussites et un défi à relever.

3

Compétence acceptable

Produit des textes compréhensibles dont certaines phrases sont bien construites. Suit la démarche proposée en tenant compte de l'intention de communication. Réalise les tâches de production malgré les difficultés rencontrées. Présente une idée principale et quelques idées secondaires peu développées. Emploie un vocabulaire familier et celui lié au sujet. Orthographie correctement des mots fréquemment utilisés dans ses productions. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa production.

2

Compétence peu développée

Produit de courts textes généralement compréhensibles liés au sujet ou au repère culturel abordé et s'adresse au destinataire. Réalise, en partie et avec de l'aide, les tâches de production orale ou écrite. Utilise le plan proposé ou suit le modèle donné. Ajoute quelques idées personnelles à celles proposées. Formule des phrases calquées sur sa langue maternelle.

1

Compétence très peu développée

Produit de très courts textes inachevés constitués de phrases difficilement compréhensibles, malgré un soutien constant. Utilise un vocabulaire restreint. Recourt à sa langue maternelle, à des éléments visuels ou à des gestes comme stratégies de dépannage.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

Cette compétence se subdivise en deux volets :

- *Communiquer* : interaction orale et écrite spontanée entre des interlocuteurs présents physiquement ou virtuellement;
- *Comprendre et lire* : compréhension orale et écrite de textes de différentes formes (orale, écrite, visuelle ou mixte).

La présente échelle permet d'évaluer plus spécifiquement le volet *Communiquer*.

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à interagir en français (volet *Communiquer*), conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les problématiques et les questions abordées soient liées aux différents domaines disciplinaires;
- que les tâches présentées soient structurées et offrent à l'élève certains choix;
- que les interactions soient soutenues par des textes courants et littéraires authentiques, signifiants et porteurs de la culture francophone;
- que les stratégies soient modélisées;
- que les apprentissages ciblés soient réinvestis dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de participer à des interactions spontanées orales et écrites répondant à diverses intentions et se déroulant avec des interlocuteurs plus ou moins connus;
- d'aborder des sujets familiers ou non familiers en réutilisant du vocabulaire, dont celui lié aux différentes disciplines;
- de donner son appréciation à l'égard de repères culturels francophones provenant des textes et des disciplines et de développer une attitude d'ouverture à leur égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement ou sa communauté;
- de réfléchir sur sa participation et sur ses stratégies à partir des quelques critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

Compétence marquée

Échange systématiquement en français. Développe ses idées et communique son message avec aisance en utilisant un vocabulaire varié. Manifeste sa compréhension de quelques expressions idiomatiques en répondant de façon appropriée.

4

Compétence assurée

Échange suffisamment d'idées pertinentes pour soutenir son intention de communication et justifie son opinion au besoin. Démonstre une ouverture aux idées et aux opinions des autres. Utilise des expressions courantes de façon appropriée et démontre une compréhension de certaines nuances de la langue (ex. : humour). Formule un message composé de phrases dont la syntaxe est la plupart du temps correcte. Respecte des éléments prosodiques (ex. : débit, articulation) et emploie des stratégies adéquates. Corrige certaines de ses erreurs.

3

Compétence acceptable

Échange des informations ou des idées et émet une opinion. Manifeste une compréhension globale d'un message comportant quelques informations implicites. Communique un message clair, malgré des erreurs. Adapte ses propos à des éléments de la situation de communication. Compare des repères culturels. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer son interaction.

2

Compétence peu développée

Échange brièvement des informations ou des idées, lorsque sollicité. Manifeste une compréhension partielle du message entendu, lu ou vu. Communique avec de l'aide un message compréhensible composé de courtes phrases et d'un vocabulaire familier.

1

Compétence très peu développée

Communique à l'aide d'un vocabulaire restreint en français, de phrases passe-partout ou de gestes. Manifeste, malgré un soutien constant, une compréhension limitée d'un court message explicite. Emploie des stratégies de dépannage (ex. : imite ses pairs, demande de l'aide, recourt à sa langue maternelle) durant ses interactions.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

Cette compétence se subdivise en deux volets :

- *Communiquer* : interaction orale et écrite spontanée entre des interlocuteurs présents physiquement ou virtuellement;
- *Comprendre et lire* : compréhension orale et écrite de textes de différentes formes (orale, écrite, visuelle ou mixte).

La présente échelle permet d'évaluer plus spécifiquement le volet *Comprendre et lire*.

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à interagir en français (volet *Comprendre et lire*), conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les problématiques et les questions abordées soient liées aux différents domaines disciplinaires;
- que les tâches présentées soient structurées et offrent à l'élève certains choix;
- que les textes courants et littéraires abordés soient authentiques, signifiants et porteurs de la culture francophone;
- que les textes choisis correspondent au niveau de développement de l'élève et répondent à diverses intentions;
- que les stratégies et la démarche soient modélisées;
- que les connaissances linguistiques liées au texte et à la phrase soient réinvesties dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de lire, d'écouter et de visionner une variété de textes accompagnés d'un support visuel;
- d'aborder des sujets familiers ou non familiers et d'acquérir du vocabulaire, dont celui lié aux différentes disciplines;
- de valider sa compréhension de différentes façons, notamment par le partage de son opinion à l'égard du texte à un interlocuteur;
- de donner son appréciation à l'égard de repères culturels francophones provenant des textes et des disciplines et de développer une attitude d'ouverture à leur égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement ou sa communauté;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sa compréhension à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

Compétence marquée

Diversifie ses lectures. Sélectionne des éléments d'information appropriés à la tâche. Établit des liens entre le texte et ses lectures antérieures. Discute des valeurs qui sous-tendent le texte ou en dégage la morale.

4

Compétence assurée

Démontre une bonne compréhension des textes abordés. Choisit et lit de la littérature jeunesse québécoise ou d'autres textes liés à ses centres d'intérêt et qui correspondent à son niveau. Identifie l'intention de lecture associée à certains textes courants et littéraires (ex. : recette, poème). Justifie son opinion à l'égard du contenu et de la présentation du texte. Situe des informations dans le temps et dans l'espace. Relève des similarités et des différences entre deux textes, notamment à l'égard d'un repère culturel. Démontre une compréhension de certaines nuances de la langue (ex. : humour). Emploie des stratégies adéquates et des ressources pertinentes et en explique le choix.

3

Compétence acceptable

Démontre une compréhension globale des textes. Suit la démarche proposée en tenant compte de l'intention de lecture. Réalise les tâches malgré des difficultés de compréhension. Dégage l'idée principale et des idées secondaires ou certaines informations implicites contenues dans un texte, un diagramme ou un tableau. Réutilise des informations, des expressions courantes ou du vocabulaire dans une autre tâche. Emploie les stratégies et les ressources suggérées et utilise les critères fournis pour évaluer sa compréhension. Souligne une réussite et un défi à relever.

2

Compétence peu développée

Démontre une compréhension partielle des textes proposés et réalise, en partie et avec de l'aide, les tâches. Établit des liens entre le texte et sa vie personnelle ou ses connaissances antérieures, et les explique à un pair. Fait un rappel de certaines parties du texte ou décrit des repères culturels abordés. Dégage des informations à partir du contexte et d'indices linguistiques (ex. : pronoms personnels, marques du pluriel).

1

Compétence très peu développée

Démontre une compréhension limitée de courts textes qui ont été entendus, lus ou vus (ex. : chanson, livre, émission), malgré un soutien constant. Répond à l'aide de certaines informations explicites, par des mots du texte erronément associés à la question ou en utilisant parfois sa langue maternelle.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

Pour réaliser le bilan des apprentissages, l'enseignant situe sur l'échelle le niveau de compétence atteint par l'élève à la fin du cycle. Il s'assure d'avoir proposé à ce dernier des situations d'apprentissage et d'évaluation variées qui lui ont permis de développer et de démontrer sa compétence à produire des textes variés, conformément aux exigences du *Québec Education Program*.

De façon générale, le contexte pédagogique à privilégier devrait faire en sorte :

- que la langue de communication utilisée en tout temps par l'enseignant et les élèves soit le français;
- que les problématiques et les questions abordées soient liées aux différents domaines disciplinaires;
- que les tâches présentées soient structurées et offrent à l'élève certains choix;
- que les modèles de textes courants et littéraires utilisés soient authentiques, signifiants et porteurs de la culture francophone;
- que les productions répondent à diverses intentions;
- que les stratégies et la démarche soient modélisées;
- que les connaissances linguistiques liées au texte et à la phrase soient réinvesties dans des tâches liées aux autres compétences du programme;
- qu'un soutien soit offert à l'élève, selon ses besoins, afin de lui permettre de réaliser les tâches tout en développant graduellement son autonomie.

Au 3^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de produire à l'oral et à l'écrit une variété de textes dont le vocabulaire est familier ou lié aux différentes disciplines;
- d'aborder des sujets familiers ou non familiers et de s'adresser à différents destinataires;
- d'exprimer son appréciation à l'égard de repères culturels francophones du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement ou dans sa communauté;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sur sa production à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

Compétence marquée

Produit des textes où la formulation des idées, les types de phrases et les éléments prosodiques sont personnalisés. Respecte la structure correspondant au type de texte produit. Utilise une variété de temps verbaux. Orthographie correctement la plupart des mots de sa production.

4

Compétence assurée

Produit des textes en tenant compte de certaines caractéristiques du destinataire et en s'inspirant de modèles de textes. Présente suffisamment d'informations pour préciser ou appuyer ses propos, notamment à l'égard d'un repère culturel. Emploie différents types de phrases et effectue des accords dans le groupe du verbe. Utilise un vocabulaire varié de même que des expressions courantes appropriées. Emploie des stratégies et des ressources adéquates et en explique le choix. Améliore son texte et aide un pair à améliorer le sien.

3

Compétence acceptable

Produit une variété de textes clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe ou d'accord). Réalise les tâches de production en tenant compte de l'intention de communication. Émet son opinion et établit des liens avec sa propre culture. Présente l'idée principale et enchaîne certaines idées secondaires développées. Utilise et orthographie correctement le vocabulaire ciblé par la tâche et effectue des accords dans le groupe du nom. Emploie les stratégies et les ressources suggérées et utilise les critères fournis pour évaluer sa production. Souligne une réussite et un défi à relever.

2

Compétence peu développée

Produit de courts textes compréhensibles liés au sujet ou aux repères culturels abordés. Suit la démarche proposée et réalise, en partie et avec de l'aide, les tâches. Présente plusieurs idées peu développées. Formule de courtes phrases complètes et emploie un vocabulaire familier. Orthographie ou prononce correctement des mots fréquemment utilisés dans ses productions. Respecte des éléments prosodiques (ex. : débit, volume de voix).

1

Compétence très peu développée

Produit des textes inachevés et difficilement compréhensibles constitués de courtes phrases souvent calquées sur sa langue maternelle et d'un vocabulaire restreint, malgré un soutien constant. Présente ses idées à l'aide d'un support visuel (ex. : texte, affiche).

COMPETENCY 1: TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with many different situational problems that enable them to develop and demonstrate their competency in solving a situational problem related to mathematics, in accordance with the requirements of the Québec Education Program.

This scale must be used by taking into account the complexity and requirements of the situational problems intended for **Elementary Cycle Three**, as defined in the Québec Education Program. The situational problems chosen should meet the following conditions:

- The procedure required to solve the situational problem is not readily obvious, since it involves choosing a significant number of mathematical concepts and processes and using them in a new way.
- The situation focuses on obstacles to be overcome, which leads to a process of inquiry and involves using various strategies (strategies for understanding, organizing, solving, validating and communicating).
- The instructions do not suggest a procedure to be followed or the essential knowledge to be used.

MATHEMATICS

COMPETENCY 1: TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

5

Advanced competency development

Produces accurate solutions or solutions containing minor errors (miscalculations, inaccuracies, omissions, etc.). Shows his/her work leading to a solution in a complete and structured manner, while observing the rules and conventions of mathematical language that are intended for his/her cycle. Validates the main steps and rectifies them, if necessary. When required to account for his/her solution, explains and justifies all the steps involved.

4

Thorough competency development

Determines the main steps involved and takes into account most of the constraints. Produces appropriate solutions containing few errors related to the required mathematical concepts and processes. Shows his/her work leading to a solution in a clear and organized manner, even though some of the steps are implicit. Observes the rules and conventions of mathematical language that are intended for his/her cycle, but makes some minor errors or omissions. Validates certain steps and rectifies them if necessary. When required to account for his/her solution, explains and justifies the main steps involved.

3

Acceptable competency development

Determines the main steps involved and takes into account some of the constraints. Produces solutions containing a few errors related to the required mathematical concepts and processes. Shows his/her work leading to a solution in an incomplete or unorganized manner. Observes the rules and conventions of mathematical language that are intended for his/her cycle, but makes some errors. Checks if he/she has completed the main steps and validates some operations. When required to account for his/her solution, explains some of the steps involved.

2

Partial competency development

Determines some of the steps involved and takes into account few constraints. Produces partial solutions containing several errors related to the required mathematical concepts and processes. Shows his/her work using isolated elements and making several errors related to the rules and conventions of mathematical language that are intended for his/her cycle. Does not call his/her results into question and has difficulty explaining the simplest steps in his/her solutions.

1

Minimal competency development

Identifies minimal information, without distinguishing between relevant and irrelevant information. Uses mathematical concepts and processes that are not very appropriate or are irrelevant to the tasks, and makes several major errors. Shows little of his/her work, even if given a model or procedure to follow.

COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with many different situations involving applications that enable them to develop and demonstrate their competency in reasoning using mathematical concepts and processes, in accordance with the requirements of the Québec Education Program.

This scale must be used by taking into account the complexity and requirements of the situations involving applications intended for **Elementary Cycle Three**, as defined in the Québec Education Program. The situations involving applications should enable students to:

- choose and apply the appropriate mathematical concepts and processes and show work that clearly demonstrates their reasoning
- justify a statement, check a result or a line of reasoning, take a position, provide a critical assessment or convince, using mathematical arguments

Students are considered to have satisfied the minimum requirements in situations involving applications if they have demonstrated **acceptable competency development** when they:

- read, write and order natural numbers less than 1 000 000 and decimals, write them in expanded form, and match the different ways of writing a given number (% , fraction, decimal)
- make connections between operations and recognize their respective meanings (adding, uniting, taking away, rectangular arrangement, sharing, etc.); estimate the result of operations on natural numbers and certain decimals and carry out the operations mentally or in writing; perform a series of simple operations in the correct order
- locate objects in the Cartesian plane; describe and classify plane figures and polyhedrons according to some of their properties
- estimate and measure lengths, surface areas, volumes, angles and capacities using conventional units of measure
- enumerate the possible outcomes of a random experiment
- gather data, organize them in a table or graph and formulate conclusions; interpret bar graphs, pictographs, broken-line graphs or circle graphs

MATHEMATICS

COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

5

Advanced competency development

Identifies the elements and actions, and chooses mathematical concepts and processes that enable him/her to meet situation requirements efficiently. Applies the required concepts and processes appropriately and without error. Shows a complete line of reasoning, while observing the rules and conventions of mathematical language that are intended for his/her cycle. Uses rigorous mathematical arguments when required to support his/her actions, conclusions or results.

4

Thorough competency development

Identifies the elements and actions, and chooses mathematical concepts and processes that enable him/her to meet situation requirements appropriately. Applies the required concepts and processes, but makes minor errors (miscalculations, inaccuracies, omissions, etc.). Shows a clear line of reasoning, even though some of the steps are implicit. Observes the rules and conventions of mathematical language that are intended for his/her cycle, despite some minor errors or omissions. Uses appropriate mathematical arguments when required to support his/her actions, conclusions or results.

3

Acceptable competency development

Identifies elements and actions, and chooses mathematical concepts and processes that enable him/her to meet certain situation requirements appropriately. Applies the required mathematical concepts and processes, making few conceptual or procedural errors. Shows his/her work in an unclear manner, while observing the rules and conventions of mathematical language that are intended for his/her cycle, but makes some errors. Uses mathematical arguments that are not very well developed when required to support his/her actions, conclusions or results.

2

Partial competency development

Identifies some elements and actions, and chooses mathematical concepts and processes that enable him/her to partially meet some situation requirements. Applies largely inappropriate mathematical concepts and processes while making several conceptual or procedural errors. Shows a line of reasoning consisting of isolated or confusing elements, while making several errors related to the rules and conventions of mathematical language that are intended for his/her cycle. Uses largely inappropriate mathematical arguments when required to support his/her actions, conclusions or results.

1

Minimal competency development

Identifies some elements and actions, and chooses mathematical concepts and processes that have little or no connection to the situation requirements. Makes several major conceptual or procedural errors when applying mathematical concepts and processes. Shows a line of reasoning that has little or no connection to the situation requirements, or does not show any work. Uses arguments that are erroneous or unrelated to the situations when required to support his/her actions, conclusions or results.

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with many different types of situations involving communication that enable them to develop and demonstrate their competency in communicating by using mathematical language, in accordance with the requirements of the Québec Education Program.

This scale must be used by taking into account the complexity and requirements of the situations involving communication intended for **Elementary Cycle Three**, as defined in the Québec Education Program. The situations involving communication should enable students to:

- use various types of representations (objects, drawings, graphs, symbols, words, tables, diagrams)
- use mathematical language intended for their cycle
- interpret mathematical messages to extract or produce information in order to express their ideas

MATHEMATICS

COMPETENCY 3: TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

5

Advanced competency development

Interprets mathematical messages by extracting the most relevant data after processing the given information. Produces mathematical messages consisting of relevant, precise and coherent ideas. Rigorously uses the elements of mathematical language (vocabulary, symbols, types of representations, etc.) and everyday language, while observing the rules and conventions of mathematical language that are intended for his/her cycle.

4

Thorough competency development

Interprets mathematical messages by extracting correct data after processing the given information. Produces mathematical messages consisting of relevant, clear and correct ideas. Appropriately uses many elements of mathematical language (vocabulary, symbols, types of representations, etc.) and everyday language, while observing the rules and conventions of mathematical language that are intended for his/her cycle, despite some minor errors or omissions.

3

Acceptable competency development

Interprets mathematical messages by extracting some correct data after processing the given information. Produces mathematical messages that are not very well developed or organized, but which contain some correct ideas. Appropriately uses some elements of mathematical language (vocabulary, symbols, types of representations, etc.) and everyday language, while observing the rules and conventions of mathematical language that are intended for his/her cycle, but makes some errors.

2

Partial competency development

Interprets mathematical messages by extracting data that is not very relevant or accurate after processing the given information. Produces incomplete and confusing mathematical messages consisting of largely inappropriate ideas. Does not use the elements of mathematical language (vocabulary, symbols, types of representations, etc.) and everyday language very appropriately, while making several errors regarding the rules and conventions of mathematical language that are intended for his/her cycle.

1

Minimal competency development

Interprets mathematical messages by extracting incorrect or irrelevant data after processing the given information. Produces mathematical messages containing several ideas that are erroneous or unrelated to the situation by inappropriately using mathematical language (vocabulary, symbols, types of representations, etc.).

SCIENCE AND TECHNOLOGY

COMPETENCY 1: TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in proposing explanations for or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- explore the areas dealt with in the program
- master concepts in action
- use approaches and strategies specific to science and technology (manipulation, observation, experimentation, analysis, design)
- work regularly in teams to compare points of view and validate representations
- make connections with everyday situations
- keep a record of their procedures (e.g. log, portfolio)

In Elementary Cycle Three, the situations chosen should enable students to:

- plan and carry out relatively complex procedures (particularly in terms of gathering, processing and analyzing data) using the knowledge targeted for this cycle
- individually carry out aspects of every step of the process
- use a wide range of strategies
- be guided by the teacher when needed

SCIENCE AND TECHNOLOGY

COMPETENCY 1: TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

5 Advanced competency development

Reformulates the problem or defines the set of problems in a clear and thorough manner and proposes a detailed explanation or preliminary solution. Plans and carries out his/her procedure meticulously. Proposes explanations or solutions that demonstrate a very good understanding of the concepts and variables involved.

4 Thorough competency development

Reformulates the problem or defines the set of problems in a way that accounts for most of the relevant elements, and proposes an explanation or a preliminary solution that results from his/her approach. Correctly plans and carries out the steps of his/her procedure, making adjustments to resolve any difficulties encountered. Provides explanations or solutions based on the relevant data and the targeted concepts.

3 Acceptable competency development

Partially reformulates the elements of the problem and proposes an explanation or a preliminary solution that accounts for only certain elements. Partially plans and carries out his/her procedure. Provides rudimentary explanations or solutions that demonstrate a basic understanding of the targeted concepts.

2 Partial competency development

Presents the problem primarily by referring to irrelevant elements and proposes an inappropriate explanation or preliminary solution. Uses an inconclusive procedure. Provides explanations or solutions that bear little relation to science and technology.

1 Minimal competency development

Presents isolated and irrelevant elements in an attempt to reformulate the problem. Carries out a procedure that is unrelated to the set of problems and quickly gives up when faced with difficulties.

SCIENCE AND TECHNOLOGY

COMPETENCY 2: TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in making the most of scientific and technological tools, objects and procedures, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- become familiar with scientific and technological tools, procedures and instruments
- manipulate, observe, analyze, make or experiment with objects, tools, instruments or models
- take appropriate technical actions according to the situation at hand
- apply the scientific method, using specialized equipment, while learning the basic requirements of precision, accuracy and safety in science and technology
- study the impact of science and technology on the living conditions of individuals

In Elementary Cycle Three, the situations chosen should enable students to:

- carry out relatively complex procedures (planned by the students or assigned), according to their degree of familiarity with the required objects, tools, instruments and procedures
- be guided by the teacher when needed

SCIENCE AND TECHNOLOGY

COMPETENCY 2: TO MAKE THE MOST OF SCIENTIFIC AND TECHNOLOGICAL TOOLS, OBJECTS AND PROCEDURES

5

Advanced competency development

Accurately explains the role and workings of objects, tools and instruments, and chooses and manipulates them efficiently. Demonstrates effectiveness and originality when making objects, tools and instruments. Explains the influence of objects, tools, instruments and procedures on living conditions and the environment.

4

Thorough competency development

Correctly explains the role and workings of objects, tools and instruments. Chooses appropriate objects, tools and instruments according to the assigned task and manipulates them adequately. Respects constraints when making the assigned object, tool or instrument. Identifies the influence of objects, tools, instruments or procedures on living conditions and the environment.

3

Acceptable competency development

Partially explains the role and workings of objects, tools and instruments. Makes the assigned object, tool or instrument, taking into account certain constraints and working safely. Identifies few, obvious impacts of the use of objects, tools, instruments or procedures on living conditions and the environment.

2

Partial competency development

Chooses objects, tools and instruments without giving proper consideration to their role and workings. Makes the assigned object, tool or instrument, taking into account very few constraints.

1

Minimal competency development

Chooses and manipulates objects and instruments inappropriately or unsafely. Makes an object or instrument inadequately.

SCIENCE AND TECHNOLOGY

COMPETENCY 3: TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in communicating in the languages used in science and technology, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- become familiar with scientific and technological terms and symbols
- interpret visual, written or auditory information presented in different forms
- develop their critical judgment with regard to the credibility of sources
- interact with peers (in teams or a large group) or experts
- present information in the form of tables, graphs, diagrams, in accordance with the scientific method

In Elementary Cycle Three, the situations chosen should enable students to:

- extract the most relevant information from relatively complex popular science texts containing schemata, plans and diagrams
- hone their communication skills, in both oral and written form, by using precise terms and appropriate symbols and types of representation

SCIENCE AND TECHNOLOGY

COMPETENCY 3: TO COMMUNICATE IN THE LANGUAGES USED IN SCIENCE AND TECHNOLOGY

5 Advanced competency development

Consistently uses scientific and technological language properly. Correctly interprets information found in texts, schemata, plans and diagrams. Uses effective types of representation and creates accurate, complete productions (e.g. schemata, tables, graphs).

4 Thorough competency development

Correctly uses the terms associated with the concepts addressed and generally respects the rules and conventions of scientific and technological language. Identifies most of the relevant information found in texts, schemata, plans and diagrams. Creates appropriate productions (e.g. schemata, tables, graphs). Participates in discussions by contributing pertinent ideas.

3 Acceptable competency development

Uses some of the terms associated with the concepts addressed and respects certain rules and conventions of scientific and technological language. Identifies the simplest information in texts, schemata, plans and diagrams. Chooses adequate but limited types of representation. Contributes some ideas during discussions.

2 Partial competency development

Rarely uses terms associated with the concepts addressed. Lists a few superficial elements found in texts, schemata, plans and diagrams. Creates incomplete productions (e.g. schemata, tables, graphs). Seldom participates in discussions.

1 Minimal competency development

Incorrectly interprets information found in texts, schemata, plans and diagrams. Uses language inaccurately or terminology incorrectly. Chooses inadequate types of representation.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 1: TO UNDERSTAND THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in understanding the organization of a society in its territory, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

In Elementary Cycle Three, the situations chosen should enable students to:

- examine a variety of documents (e.g. text, map, diagram, table, visual document, time line) containing explicit information about a society
- find information about elements of a society (e.g. economic activities, communication routes) and characteristics of its territory (e.g. climate, natural resources)
- carry out tasks such as the following:
 - explain the influence of a person on the organization of a society and its territory
 - explain how an event affects the organization of a society and its territory
 - explain how a society organizes its territory to meet its needs
 - indicate traces of a past society in our society and territory
 - explain how certain characteristics of the territory are assets or limitations in the organization of a society
 - situate facts on a time line
 - locate the territory of a society on a map, using geographic reference points
 - locate the territory of a society on maps of different scales
 - identify the land and maritime boundaries of a society's territory on a map
- reflect on their process.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 1: TO UNDERSTAND THE ORGANIZATION OF A SOCIETY IN ITS TERRITORY

5

Advanced competency development

Explains the influence of a person on the organization of a society and its territory. Explains how an event affects the organization of a society and its territory. Explains how characteristics of the territory are assets or limitations in the organization of a society. Carries out most of the tasks autonomously.

4

Thorough competency development

Indicates the influence of a person on the organization of a society and its territory. Indicates how an event has affected the organization of a society and its territory. Explains how a society organizes its territory to meet its needs. Locates the territory of a society on a map, using geographic reference points (e.g. Québec is located in the northeastern part of North America and the eastern part of Canada). Locates the territory of a society on maps of different scales. Identifies the land and maritime boundaries of a society's territory on a map.

3

Acceptable competency development

Examines documents and finds information on elements of a society and characteristics of its territory. Names a person and one of his/her achievements. Indicates traces of a past society in our society and territory. Indicates how a characteristic of the territory is an asset or a limitation (e.g. bodies of water are an asset for the production of hydroelectric power). Situates facts on a time line. With guidance, locates the territory of a society on a map, using geographic reference points. Describes learning acquired.

2

Partial competency development

Relates information on elements of a society (e.g. use of highways for transporting goods). Names a historical event without considering its effects. With help, identifies the territory of a society on a map.

1

Minimal competency development

Skims documents and, with constant help, finds information on elements of a society and characteristics of its territory. Names people or their roles without considering their influence on a society.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 2: TO INTERPRET CHANGE IN A SOCIETY AND ITS TERRITORY

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interpreting change in a society and its territory, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

In Elementary Cycle Three, the situations chosen should enable students to:

- examine a variety of documents (e.g. text, map, diagram, table, visual document, time line) containing explicit information about a society in two different periods
- find information on elements of social organization (e.g. health care, education) and economic organization (hydroelectric power, transportation network) of a society in two different periods
- carry out tasks such as the following:
 - associate people and events with social and economic changes
 - name social and economic changes (e.g. democratization of education, nationalization of electricity)
 - indicate causes and effects of social and economic changes
 - locate the territory of a society in two different periods on maps, using geographic reference points
 - indicate a change in the location of the territory
- reflect on their process

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 2: TO INTERPRET CHANGE IN A SOCIETY AND ITS TERRITORY

5

Advanced competency development

Names social and economic changes. Associates people and events with social and economic changes. Indicates causes and effects of social and economic changes. Carries out most of the tasks autonomously.

4

Thorough competency development

Indicates whether elements of the social or economic organization of a society have changed between two periods, using information on the two periods. Associates people and events with certain social and economic changes presented. Locates the territory of a society in two different periods on maps, using geographic reference points. Indicates a change in the location of the territory.

3

Acceptable competency development

Examines documents and finds information on elements of the social and economic organization of a society in two periods. Indicates whether elements of the social or economic organization of a society have changed between two periods, using information on one of the periods only (e.g. education changed in that the government took it over around 1980). With guidance, locates the territory of a society in two different periods on maps, using geographic reference points. Describes learning acquired.

2

Partial competency development

Indicates whether elements of the social and economic organization of a society have changed. With help, identifies the territory of a society in two periods on maps.

1

Minimal competency development

Skims documents and, with constant help, finds information on elements of the social and economic organization of a society in two periods, without naming any social or economic changes. Names people without associating them with social or economic changes.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 3: TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in being open to the diversity of societies and their territories, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

In Elementary Cycle Three, the situations chosen should enable students to:

- examine a variety of documents (e.g. text, map, diagram, table, visual document, time line) containing explicit information about two societies
- find information about elements of two societies (e.g. population, economic activities) and characteristics of their territories (e.g. climate, natural resources)
- carry out tasks such as the following:
 - state similarities and differences between two societies and between the characteristics of their territories
 - indicate a cause and an effect of the differences between two societies and between the characteristics of their territories
 - locate the territories of two societies on a map, using geographic reference points
 - indicate differences in the geographic situation of two territories
- reflect on their process

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

COMPETENCY 3: TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

5

Advanced competency development

Indicates a cause or an effect of the differences between two societies and between the characteristics of their territories. Carries out most of the tasks autonomously.

4

Thorough competency development

States similarities and differences between two societies and between the characteristics of their territories (e.g. around 1980, the majority of the population of Québec is white, while the majority of the population of South Africa is black). Locates the territories of two societies on a map, using geographic reference points. Indicates differences in the geographic situation of two territories.

3

Acceptable competency development

Examines documents and finds information on elements of two societies and characteristics of their territories. Partially states similarities and differences between two societies and between the characteristics of their territories (e.g. the distribution of the population is different in that most of the Inuit are in the Northwest Territories, Labrador and Québec). With guidance, locates the territories of two societies on a map, using geographic reference points. Describes learning acquired.

2

Partial competency development

Indicates whether elements of two societies and characteristics of their territories are similar or different. With help, identifies the territories of two societies on a map.

1

Minimal competency development

Skims documents and, with constant help, finds information on elements of two societies and characteristics of their territories, without indicating any similarities or differences.

DRAMA

COMPETENCY 1: TO INVENT SHORT SCENES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing short scenes, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use a variety of age-appropriate stimuli for creation
- spontaneously improvise characters incorporating expression using the body and the voice
- make use of the structures, performance techniques and elements of drama they are studying
- enhance their productions by drawing on cultural references (meetings with artists, various reference documents, etc.)

In Elementary Cycle Three, the situations chosen should enable students to:

- use each step in the creative process
- improvise characters spontaneously or with preparation, using performance in masks
- work individually, or as a group of three or four
- describe what they have learned and how they have learned it

DRAMA

COMPETENCY 1: TO INVENT SHORT SCENES

5

Advanced competency development

Develops productions that reflect the stimulus for creation in an original manner. Uses a variety of elements of the language of drama in a personal way to create his/her characters. Combines relevant elements of the language of drama, performance techniques and elements of drama. Describes what he/she has learned and highlights the methods used during his/her creative experience.

4

Thorough competency development

Presents structured and coherent productions. Uses a variety of elements of the language of drama, performance techniques and elements of drama, in accordance with the nature of the character and the characteristics of the story. Describes his/her creative experience and identifies what he/she has learned.

3

Acceptable competency development

Submits basic storylines and presents productions that are related to the stimulus for creation. Uses elements of the language of drama that are related to the nature of the character and the characteristics of the story. Uses performance techniques and certain elements of drama. Organizes the elements and respects the story's development. Describes the main aspects of his/her creative experience.

2

Partial competency development

Outlines his/her scenes on the basis of his/her first idea and presents scenes that are partially consistent with the stimulus for creation. Makes few connections between the nature of the character and the story. Requires help in carrying out tasks. Briefly describes one aspect of his/her creative experience.

1

Minimal competency development

Carries out the creative project, but requires constant help from the teacher. Presents an outline for his/her production. Uses elements of the language of drama having little or no connection with the nature of the character or the story.

DRAMA

COMPETENCY 2: TO INTERPRET SHORT SCENES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interpreting short scenes, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- interpret a character incorporating expression using the body and the voice
- explore the structures, performance techniques and elements of drama they are studying

In Elementary Cycle Three, the situations chosen should enable students to:

- play a character using performance in masks
- perform short scenes from the repertoire of youth theatre and excerpts of dramatic texts
- work as a group of three or four
- describe what they have learned and how they have learned it

DRAMA

COMPETENCY 2: TO INTERPRET SHORT SCENES

5

Advanced competency development

Effectively combines elements of technique and elements of drama related to the scene to be performed. Refines his/her interpretation by bringing out the expressive elements of the characters. Adapts to the unexpected while respecting the accepted rules of performance. Describes the methods used during his/her interpretation experience.

4

Thorough competency development

Makes uses of elements of technique and elements of drama related to the scene to be performed. Brings out the expressive nature of the scenes by using elements of performance techniques to play his/her characters. Maintains his/her concentration during the performance and takes the audience into account. Describes what he/she has learned during his/her interpretation experience.

3

Acceptable competency development

Performs an interpretation suited to the scene and the main features of the characters. Uses performance techniques and elements of drama. Uses a succession of dramatic actions from the beginning to the end of the scenes and respects the content. Describes aspects of his/her interpretation experience.

2

Partial competency development

Uses few elements of technique or elements of drama related to the scene to be performed. Has difficulty linking a series of dramatic actions. Briefly describes one aspect of his/her interpretation experience with help from the teacher.

1

Minimal competency development

Performs the proposed dramatic scenes, but requires constant help from the teacher. Presents dramatic actions in a disorganized fashion.

DRAMA

COMPETENCY 3: TO APPRECIATE DRAMATIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in appreciating dramatic works, personal productions and those of classmates, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- take part in short observation activities that involve excerpts of works or short scenes
- refer to an age-appropriate cultural experience
- refer to the content of productions and excerpts they have observed
- take into account predetermined appreciation criteria related to:
 - the development of the stimulus for creation or interpretation
 - the use of the elements of the language of drama
 - the use of performance techniques, styles of theatre, elements of drama and structures
 - emotions and impressions they have felt
- use subject-specific vocabulary to convey their appreciation orally

In Elementary Cycle Three, the situations chosen should enable students to:

- refer to audio, visual or electronic documentary sources proposed by the teacher, by themselves or by another student
- describe what they have learned and how they have learned it

DRAMA

COMPETENCY 3: TO APPRECIATE DRAMATIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

5 **Advanced competency development**

Makes relevant connections between the work or production and the emotions and impressions he/she has felt. Highlights certain sociocultural references associated with the work or production. Illustrates his/her statements with concrete examples and by using subject-specific vocabulary.

4 **Thorough competency development**

Recognizes high points in the works and identifies what he/she has felt in connection with them. Identifies elements of content related to the chosen appreciation criteria. Uses the main terms in the subject-specific vocabulary. Talks about his/her appreciation experience.

3 **Acceptable competency development**

Briefly explains his/her opinion on the basis of the criteria proposed and information provided. Names elements of the content that explain his/her decision. Identifies sociocultural references in the work or production. Talks about certain aspects of his/her appreciation experience.

2 **Partial competency development**

Recognizes few feelings in response to the work or production and does not associate them with any specific elements of it. Conveys his/her appreciation without supporting it. Talks about aspects of his/her appreciation experience, with the teacher's help.

1 **Minimal competency development**

Identifies one element of the work or production without associating emotions or impressions with it. Demonstrates limited appreciation by making comments such as "I like it" or "I don't like it."

COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in producing individual works in the visual arts, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use a variety of age-appropriate stimuli for creation
- enhance their productions by drawing on cultural references (meetings with artists, various reference documents, etc.)
- work individually, but sometimes as a group

In Elementary Cycle Three, the situations chosen should enable students to:

- work with each step in the creative process
- transform materials using a two or three-dimensional space (in the round, low relief and high relief), working from memory, observation and imagination
- explore the gestures, tools and language of the visual arts
- use a variety of the elements of visual arts language and complex forms of spatial organization
- describe what they have learned and how they have learned it

VISUAL ARTS

COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

5

Advanced competency development

Creates original productions enhanced by unexpected elements of what he/she has learned in his/her appreciation of works in the visual arts. Appropriately uses materials and the elements of visual arts language in order to make his/her productions more expressive. Organizes elements in space in a complex manner. Shows initiative and autonomy in his/her creative projects.

4

Thorough competency development

Translates the stimuli for creation into personal productions. Uses a variety of elements of visual arts language and controlled gestures in order to clarify his/her creative ideas. Describes his/her creative experience, his/her strategies and what he/she has learned.

3

Acceptable competency development

Presents productions that are related to the stimulus for creation. Uses appropriate gestures to work with materials. Structures or organizes elements of visual arts language. Sees his/her projects through to completion. Describes aspects of his/her creative experience.

2

Partial competency development

Makes partial use of the materials provided. Uses a limited number of elements of visual arts language and makes little effort to develop his/her ideas. Uses a form of spatial organization that is not very developed.

1

Minimal competency development

Requires constant help from the teacher in carrying out his/her creative projects. Explores materials using gestures that lack control. Uses a random form of spatial organization in his/her production..

VISUAL ARTS

COMPETENCY 2: TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in producing media works in the visual arts, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use a variety of age-appropriate stimuli for creation of media works
- enhance their productions by drawing on cultural references (meetings with artists, various reference documents, etc.)
- work individually, but sometimes as a group

In Elementary Cycle Three, the situations chosen should enable students to:

- work with each step in the creative process
- transform materials using a two or three-dimensional space (in the round, low relief and high relief), working from memory, observation and imagination
- take into account the immediate culture of the intended viewers
- use a variety of elements of visual arts language and a complex organization of elements in order to clarify their message
- describe what they have learned from their creative experience and how they have learned it

VISUAL ARTS

COMPETENCY 2: TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

5

Advanced competency development

Creates original productions enhanced by unexpected elements. Organizes elements of his/her production in order to make his/her message more accessible for intended viewers. Appropriately uses materials and the elements of visual arts language in order to make his/her productions more expressive. Incorporates cultural references in his/her productions.

4

Thorough competency development

Translates stimuli for creation into authentic productions. Uses a variety of elements of visual arts language and controlled gestures in order to clarify his/her message. Takes into account the immediate culture of the intended viewers when organizing and choosing elements of visual arts language. Describes his/her creative experience, his/her strategies and what he/she has learned.

3

Acceptable competency development

Presents productions that are related to the stimulus for creation. Uses appropriate gestures to work with his/her materials. Structures or organizes elements of visual arts language in order to convey a clear message. Sees his/her projects through to completion. Describes aspects of his/her creative experience.

2

Partial competency development

Makes partial use of the materials provided. Uses a few elements of visual arts language, some of which are related to the message to be conveyed, and uses basic forms of spatial organization.

1

Minimal competency development

Requires constant help from the teacher in carrying out his/her creative projects. Explores materials by using gestures that lack control. Uses a haphazard form of spatial organization.

COMPETENCY 3: TO APPRECIATE WORKS OF ART, TRADITIONAL ARTISTIC OBJECTS, MEDIA IMAGES, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in appreciating works of art, traditional artistic objects, media images, personal productions and those of classmates, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- take part in short activities in which they observe and examine visual arts productions from the past and present, from here and elsewhere, including their own creations and those of their classmates
- refer to an age-appropriate cultural experience
- take into account predetermined appreciation criteria related to:
 - the development of the stimulus for creation
 - the transformation of materials
 - the elements of visual arts language
 - emotions, feelings and impressions they have felt
- use subject-specific vocabulary to convey their appreciation orally or in writing

In Elementary Cycle Three, the situations chosen should enable students to:

- identify thematic, material and visual language elements in the work in relation to the suggested appreciation approaches
- describe elements of content in what they have observed
- refer to audio, visual or electronic reference materials proposed by the teacher, by themselves or by another student
- describe what they have learned and how they have learned it

VISUAL ARTS

COMPETENCY 3: TO APPRECIATE WORKS OF ART, TRADITIONAL ARTISTIC OBJECTS, MEDIA IMAGES, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

5

Advanced competency development

Makes connections between the work or production, what he/she has felt and the main sociocultural references. Bases his/her decision on a variety of elements related to the work or production, including the main items of information provided.

4

Thorough competency development

Identifies sociocultural elements as well as elements of the works or productions that are related to what he/she has felt. Uses subject-specific vocabulary. Describes his/her appreciation experience as well as what he/she has learned and the methods used.

3

Acceptable competency development

Bases his/her appreciation on the proposed criteria and the information provided. Identifies elements of the work or production that explain his/her decision. Identifies sociocultural references in the work or production. Talks about aspects of his/her appreciation experience.

2

Partial competency development

Recognizes what he/she has felt and associates it with elements of the work or production. Briefly gives his/her opinion and requires the teacher's help to back it up.

1

Minimal competency development

Identifies an element in the work or production without associating emotions or feelings with it. Demonstrates limited appreciation by making comments such as "I like it" or "I don't like it."

DANCE

COMPETENCY 1: TO INVENT DANCES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing dances, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use a variety of age-appropriate stimuli for creation
- explore structures, elements of dance language and movement technique
- enhance their productions by drawing on cultural references (meetings with artists, various reference documents, etc.)

In Elementary Cycle Three, the situations chosen should enable students to:

- use each step of the creative process
- spontaneously improvise on the basis of a suggested structure and to compose dances by using various movement sequences
- use various performance aids (playthings, simple props, costume elements, body percussion and voice, musical accompaniment and sound-producing objects)
- work individually or as a small group
- describe what they have learned and how they have learned it

DANCE

COMPETENCY 1: TO INVENT DANCES

5

Advanced competency development

Enhances his/her productions by using expressive elements and presents dances that reveal a complex structure. Combines several elements of dance language and uses elements of technique. Uses different composition procedures and shows initiative during the creative process. Describes his/her creative experience by naming the methods used.

4

Thorough competency development

Translates stimuli for creation in a personal manner. Incorporates several elements of dance language and uses elements of technique to develop his/her ideas. Proposes ways of improving his/her productions. Identifies what he/she has learned.

3

Acceptable competency development

Creates productions that are related to the stimulus for creation and combines simple elements of dance language. Uses composition procedures. Is involved in the work and generates movement in situations that involve improvisation.

2

Partial competency development

Uses elements of dance language and makes some connections between the dance and the idea. Juxtaposes movements in a haphazard manner. Talks about a moment in his/her creative experience with help from the teacher.

1

Minimal competency development

Needs help to begin working and proposes a preliminary production. Uses elements of dance language that have little or no connection to the stimulus for creation.

DANCE

COMPETENCY 2: TO INTERPRET DANCES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interpreting dances, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- interpret their own productions and those of their classmates
- take into account various performance aids (playthings, simple props, costume elements, body percussion and voice, musical accompaniment and sound-producing objects)
- interpret dances mostly as a small group

In Elementary Cycle Three, the situations chosen should enable students to:

- interpret dances from a diverse repertoire of dances from the past and the present, from here and elsewhere
- describe what they have learned and how they have learned it

DANCE

COMPETENCY 2: TO INTERPRET DANCES

5

Advanced competency development

Applies elements of technique and links movement sequences with confidence. Takes into account the requirements of group movements. Plays the part of role model to which other group members can refer. Describes his/her interpretation experience by highlighting the strategies used.

4

Thorough competency development

Renders the content and expressive nature of the dances and respects their structure. Readily uses elements of movement technique. Considers the various performance aids used and adjusts his/her interpretation accordingly. Describes what he/she has learned.

3

Acceptable competency development

Respects the content of the dances and uses a succession of movement sequences. Pays attention to the rules of group movements. Maintains his/her concentration throughout the dances. Highlights the expressive nature of the dances.

2

Partial competency development

Applies elements of technique with some difficulty and renders the expressive nature of the dances in a rudimentary manner. Hesitates frequently in transitions between movement sequences. Talks about one aspect of his/her interpretation experience with help from the teacher.

1

Minimal competency development

Imitates his/her classmates when executing a movement or part of a dance. Takes little account of his/her role within the group and reacts somewhat inappropriately to the rules of group movements.

DANCE

COMPETENCY 3: TO APPRECIATE CHOREOGRAPHIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in appreciating choreographic works, personal productions and those of classmates, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- refer to an age-appropriate cultural experience
- refer to the content of productions and excerpts they have observed
- take into account predetermined appreciation criteria related to:
 - the development of the stimulus for creation
 - the use of elements of dance language
 - the use of sound or elements of technique explored
 - emotions, feelings and impressions they have felt
- use subject-specific vocabulary to convey their appreciation orally or in writing

In Elementary Cycle Three, the situations chosen should enable students to:

- take part in short observation activities of choreographic excerpts from the past and present, from here and elsewhere, including their own productions and those of their classmates
- refer to audio, visual or electronic reference materials proposed by the teacher, by themselves or by another student
- describe what they have learned and how they have learned it

DANCE

COMPETENCY 3: TO APPRECIATE CHOREOGRAPHIC WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

5

Advanced competency development

Makes relevant connections between the work or production and his/her emotions or feelings. Bases his/her decision on several elements related to the work or production, including the main items of information provided. Describes his/her appreciation experience and highlights the strategies used.

4

Thorough competency development

Recognizes expressive elements of the work or production and identifies what he/she has felt. Highlights sociocultural references. Uses subject-specific vocabulary. Describes what he/she has learned.

3

Acceptable competency development

Briefly explains his/her appreciation based on appreciation criteria and certain items of information provided. Identifies elements of the work or production that explain his/her decision. Identifies sociocultural references in the work or production. Talks about certain aspects of his/her appreciation experience.

2

Partial competency development

Recognizes a feeling elicited by the work and associates the feeling with specific elements of the work or production. Briefly conveys his/her appreciation without supporting it. Talks about one aspect of his/her appreciation experience with help from the teacher.

1

Minimal competency development

Identifies one element of the work or production without associating emotions or feelings with it. Demonstrates limited appreciation by making comments such as "I like it" or "I don't like it."

COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing vocal or instrumental pieces, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use a variety of age-appropriate stimuli for creation
- enhance their productions by drawing on elements of cultural references (meetings with artists, various reference documents, etc.)
- work individually or as a small group

In Elementary Cycle Three, the situations chosen should enable students to:

- use each step in the creative process
- improvise, arrange or compose vocal or instrumental pieces by using various sound sources: the body, the voice, objects, percussion instruments, melodic instruments and instruments from information and communications technologies
- use elements of musical language (intensity and dynamics, duration, pitch, tone colour, quality of sound), technique (posture, form, etc.) and structure (form, tempo, rhythmic and melodic organization)
- use composition procedures such as reproduction of sound, collage, ostinato and mirror
- describe what they have learned and how they have learned it

MUSIC

COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES

5

Advanced competency development

Uses complementary ideas to enhance his/her productions and appropriately combines certain musical elements. Uses a variety of elements of musical language in an original manner. Uses instruments or his/her voice to create new sounds. Explains the strategies used during his/her creative work.

4

Thorough competency development

Explores different possibilities in order to bring out the stimulus for creation. Uses appropriate elements of musical language. Chooses sound sources and elements of technique. Links together musical elements and uses composition procedures. Adapts his/her creative productions as needed and justifies his/her choices.

3

Acceptable competency development

Presents productions that are related to the stimulus for creation. Makes a brief outline of his/her production. Selects elements of musical language and sound sources, and combines musical elements in a simple manner. Uses structures and one composition procedure proposed by the teacher. Describes the main aspects of his/her creative experience.

2

Partial competency development

Chooses elements of musical language that have little connection to the stimulus for creation and partially completes his/her production. Uses simple sound sources to convey his/her ideas. With help, combines simple elements of musical language, and uses one composition procedure. Briefly describes one aspect of his/her creative experience.

1

Minimal competency development

With help, chooses sound sources and occasionally participates in creative work. Uses elements of musical language and sound sources with little or no connection to the stimulus for creation.

MUSIC

COMPETENCY 2: TO INTERPRET MUSICAL PIECES

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interpreting musical pieces, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- interpret musical pieces from the artistic works of the past and present, from here and elsewhere, their own productions and those of their classmates
- perform individually, as a small group or as a large group

In Elementary Cycle Three, the situations chosen should enable students to:

- use the body, the voice, sound-producing objects and percussion or melodic instruments
- sing in unison, two parts or canon a variety of short pieces with a range not exceeding ten notes
- play instrumental pieces of a variety of styles and that are adapted to their level
- describe what they have learned and how they have learned it

MUSIC

COMPETENCY 2: TO INTERPRET MUSICAL PIECES

5

Advanced competency development

Links musical phrases with ease by bringing out the elements of instrumental technique. Uses strategies to learn new pieces. Describes his/her interpretation experience by highlighting the strategies used as well as his/her strengths and weaknesses.

4

Thorough competency development

Correctly uses the elements of instrumental and vocal technique and highlights the expressive nature of the pieces. Responds appropriately to the requirements of group ensemble work. Describes his/her interpretation experience and what he/she has learned.

3

Acceptable competency development

Applies elements of instrumental and vocal technique and plays entire musical pieces. Highlights certain expressive elements of the works and pays attention to the main directing gestures. Describes the most notable aspects of his/her interpretation experience.

2

Partial competency development

Makes awkward use of elements of technique and reproduces the content of musical pieces in a rudimentary manner. Responds to certain directing gestures. Briefly describes one aspect of his/her interpretation experience.

1

Minimal competency development

With help from the teacher, identifies elements of the musical content of the pieces to be performed, and has difficulty linking musical phrases.

**COMPETENCY 3: TO APPRECIATE MUSICAL WORKS,
PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES**

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in appreciating musical works, personal productions and those of classmates, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- take part in short activities presenting excerpts from musical works from the past and present, from here and elsewhere, including their own productions and those of classmates
- refer to an age-appropriate cultural experience
- refer to the content of musical excerpts they have listened to
- take into account predetermined appreciation criteria related to:
 - the development of the stimulus for creation
 - the use of elements of musical language
 - the use of sound or elements of technique explored
 - emotions, feelings or impressions they have felt
- use subject-specific vocabulary to convey their appreciation, orally or in writing

In Elementary Cycle Three, the situations chosen should enable students to:

- identify musical elements and compare excerpts
- refer to audio, visual or electronic documentary sources proposed by the teacher, themselves or another student
- describe what they have learned and how they have learned it

MUSIC

COMPETENCY 3: TO APPRECIATE MUSICAL WORKS, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATES

5 Advanced competency development

Highlights the main sociocultural references associated with the work or production. Makes connections between the work or production and what he/she has felt. Bases his/her decision on a variety of elements related to the work or production, including information provided. Describes his/her appreciation experience by highlighting the strategies used.

4 Thorough competency development

Highlights sociocultural references related to the chosen appreciation criteria. Formulates his/her appreciation on the basis of the proposed appreciation criteria and the information provided. Accurately uses subject-specific vocabulary. Describes his/her appreciation experience and what he/she has learned.

3 Acceptable competency development

Sometimes identifies sociocultural references in the work or production. Identifies elements of the work or production that explain his/her decision. Identifies expressive elements that relate to what he/she has felt. Talks about certain aspects of his/her appreciation experience.

2 Partial competency development

Conveys a brief appreciation without supporting it. Talks about one aspect of his/her appreciation experience with help from the teacher.

1 Minimal competency development

Identifies one element in the work or production without associating emotions or feelings with it. Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.”

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 1: TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- practise different types of physical activities adapted to their level of development
- become more aware of their bodies and of their physical environment
- take into account constraints such as the physical environment, the range of objects, execution time, obstacles, the space available, the level of difficulty of the motor skills to be performed, etc.
- behave in a safe manner (e.g. follow relevant safety rules)
- have access to outside resources to improve their performances (e.g. posters, documents, multimedia materials)
- describe their experience by keeping a record (visual, written, electronic, etc.) and talk about what they have learned
- gradually develop subject-specific vocabulary

In Elementary Cycle Three, the situations chosen should enable students to:

- perform sequences of actions and simultaneous actions (locomotor, nonlocomotor and object manipulation)

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 1: TO PERFORM MOVEMENT SKILLS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

5

Advanced competency development

Regularly and easily executes sequences and combinations of movement skills according to the type of physical activity. Improves his/her performance.

4

Thorough competency development

Performs all of the steps of the process effectively. Plans his/her sequences and combinations of movement skills in relation to the requirements, constraints and his/her capacities. Moves, positions himself/herself and manipulates objects and tools effectively and according to the situation. Performs sequences and combinations of actions with control and flow. Adjusts his/her balance when needed. Evaluates his/her process and identifies desirable improvements. Applies his/her learning to different types of physical activities.

3

Acceptable competency development

Identifies and chooses movement skills using resources recommended by the teacher (e.g. posters, documents, multimedia materials). Combines different movement skills and performs them in sequence, but omits certain parts of the movement or focuses too intently on others. Follows safety rules.

2

Partial competency development

With help, identifies and chooses movement skills suited to his/her level. Performs his/her movement skills and sequences despite certain difficulties (e.g. pauses, slows down, repeats or overlooks movements, shows instability, loss of control). With help, identifies some of his/her successes and difficulties.

1

Minimal competency development

Only partially completes the process, despite constant help. Makes few connections with requirements and constraints. Performs only one movement skill at a time, often without control and pausing frequently. Randomly changes the sequence of movements. Produces movement patterns by mimicking others.

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 2: TO INTERACT WITH OTHERS

IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- practise different types of physical activities adapted to their level of development
- relate to others
- take into account constraints such as the physical environment, the goal, their teammates, etc.
- behave in a safe manner (e.g. observe relevant safety rules)
- adopt ethical behaviours (e.g. respect others, and demonstrate fair play, self-control and the desire to surpass themselves)
- have access to outside resources to improve their performances (e.g. posters, documents, multimedia materials)
- describe their experience by keeping a record (visual, written, electronic, etc.) and talk about what they have learned
- gradually develop subject-specific vocabulary

In Elementary Cycle Three, the situations chosen should enable students to:

- work with several teammates against several opponents
- develop and execute plans of action in different physical activity settings
- adjust themselves to others and synchronize their movements or actions with those of others, communicate with teammates through various means appropriate to the situation and send out misleading signals (e.g. feinting) to opponents

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 2: TO INTERACT WITH OTHERS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

5 Advanced competency development

Adapts his/her position and movement skills to the unforeseeable aspects of the activity, taking into account the roles assigned and the strategies outlined in the plan of action. When needed, suggests ideas to modify strategies according to the strengths and weaknesses of his/her teammates and opponents in different types of physical activities.

4 Thorough competency development

Performs all of the steps of the process effectively. When selecting strategies for the plan of action, makes suggestions and reaches agreements with his/her teammates. Executes a variety of actions (offence, defence, cooperation) that are appropriate to the activity and situation. At the right time during a movement or the manipulation of objects, sends clear messages to teammate(s) or misleading signals to opponent(s). Evaluates his/her process and identifies desirable improvements. Applies his/her learning to different types of physical activities. Adopts ethical behaviours.

3 Acceptable competency development

Collaborates with his/her teammates to develop a plan of action, taking into account certain requirements and constraints associated with the type of physical activity and, when needed, using the resources recommended by the teacher (e.g. posters, documents, multimedia materials). Applies certain principles of action and communication while playing the assigned role. Follows safety rules.

2 Partial competency development

Partially plays the role he/she was assigned by the plan and, with some difficulty, completes a few actions (offence, defence or cooperation) that are appropriate to the situation. With help, identifies elements that need improvement.

1 Minimal competency development

Only partially completes the process, despite constant help. Makes few connections with the requirements, the constraints and the plan of action. Only minimally applies principles of action and communication. Moves, positions himself/herself or manipulates objects or tools by mimicking others or without taking his/her teammates into account.

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 3: TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in adopting a healthy, active lifestyle, drawing on the other two competencies, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- consult different sources of information regarding the effects of their lifestyle habits on their health and well-being
- have access to outside resources to enrich their reflection and improve their practices (e.g. cultural references, varied documentation)
- behave in a safe manner (e.g. observe relevant safety rules)
- describe their experience by keeping a record (visual, written, electronic, etc.) and talk about what they have learned
- gradually develop subject-specific vocabulary

In Elementary Cycle Three, the situations chosen should enable students to:

- schedule and regularly practise physical activities, alone or with others, in various settings (school, family, community)
- implement a process designed to improve or maintain a lifestyle habit
- take responsibility for their health and well-being in the medium and long term

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 3: TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

5

Advanced competency development

Raises questions and gathers information regarding the consequences of certain lifestyle habits on health and well-being. Explains his/her choice of lifestyle habits and the adjustments taken to meet his/her objectives. Evaluates the effects of adopting healthy lifestyle habits on his/her health and well-being.

4

Thorough competency development

Identifies various appropriate means to improve or maintain his/her lifestyle habits. Drawing on a variety of resources, develops a plan designed to improve or maintain his/her lifestyle habits. Keeps a record of his/her healthy, active lifestyle. Evaluates the effectiveness of his/her plan and makes adjustments.

3

Acceptable competency development

Distinguishes between healthy and unhealthy lifestyle habits. Sets realistic objectives for improving or maintaining his/her lifestyle habits, and develops a brief plan to meet them. Implements his/her plan and evaluates whether the objectives were met, based on records. Follows safety rules.

2

Partial competency development

With help, chooses objectives for improving or maintaining his/her lifestyle habits. Includes a few actions in his/her plan, some of which are inappropriate or unrealistic in terms of his/her capacities. With help, identifies some of his/her successes and difficulties.

1

Minimal competency development

Only partially completes the process, despite constant help. Takes few steps toward improving or maintaining lifestyle habits.

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in reflecting on ethical questions, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- reflect on the demands of living in society as well as the attitudes and behaviours that can be a source of enrichment or conflict

In Elementary Cycle Three, the situations chosen should enable students to:

- formulate ethical questions related to a given situation
- identify tensions between the values and norms present in the situation
- identify the meaning and role of certain cultural, moral, religious, scientific and social references on which points of view are based
- describe the effects of possible options and actions related to the situation and select those that foster community life
- use numerous varied and relevant resources
- use appropriate and effective strategies for considering a situation

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

5

Advanced competency development

Recognizes different ways to consider an ethical situation. Provides detailed explanations of the potential effects on himself/herself, others or the situation, of the options and actions he/she proposes. Demonstrates critical judgment regarding certain cultural references.

4

Thorough competency development

Formulates ethical questions based on given situations. Illustrates how the differences between the members in a society can be sources of enrichment or conflict. With examples, demonstrates the role and meaning of certain references on which points of view are based. Makes connections between rules, values and norms that guide our society and the roles and responsibilities of its members.

3

Acceptable competency development

Describes the issues involved in a given ethical situation. Recognizes relevant references on which points of view are based. Suggests appropriate actions or options to foster community life. Explains why certain behaviours or attitudes are acceptable or unacceptable in society.

2

Partial competency development

With help, identifies values and norms at stake in a situation. Reformulates an ethical question. Names an action or option that fosters community life in society.

1

Minimal competency development

With help, identifies elements of the situation, but does not make any connections among them. With constant help, recognizes references present in his/her environment or in the points of view expressed.

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 2: DEMONSTRATES AN UNDERSTANDING OF THE PHENOMENON OF RELIGION

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in understanding the phenomenon of religion, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- become familiar with various ways of thinking, being and acting that are present in society, such as practices, values and norms
- become familiar with the origins of various elements of religion in society

In Elementary Cycle Three, the situations chosen should enable students to:

- describe forms of religious expression and relate them to one another
- make connections between forms of religious expression and elements of the social and cultural environment
- name various ways of thinking, being and acting within one religious tradition or in the context of several religious traditions
- recognize various ways of thinking, being and acting in society
- use numerous varied and relevant resources to validate their understanding
- use appropriate strategies for understanding aspects of the phenomenon of religion

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 2: DEMONSTRATES AN UNDERSTANDING OF THE PHENOMENON OF RELIGION

5

Advanced competency development

Recognizes values and norms present in religious traditions and makes pertinent connections with behaviours, attitudes or practices in these various traditions and in society. Validates his/her learning using reliable sources of information.

4

Thorough competency development

Using adequate examples, explains the role and meaning of certain religious practices related to food and clothing. Briefly explains the origin of religious traditions present in Québec using information on demographics and the geographic distribution of these religions.

3

Acceptable competency development

Describes forms of religious expression present in Québec society. Recognizes forms of religious expression in his/her environment and in other places around the world. Names behaviours that are appropriate with regard to diversity.

2

Partial competency development

Names some basic elements associated with religious traditions (key figures, founding events, practices related to food and clothing, etc.). Recognizes behaviours, actions or words that are specific to religious traditions.

1

Minimal competency development

With help, relates certain people, founding events or practices with their respective religious tradition. Associates a form of religious expression studied in class with an element he/she identifies in his/her own environment.

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 3: ENGAGES IN DIALOGUE

In order to draw up a competency report, the teacher must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in engaging in dialogue, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

- use different forms of dialogue, such as conversations, discussions, narrations, deliberations, interviews and debates
- develop their points of view through the use of descriptions, comparisons, explanations, syntheses and justifications

In Elementary Cycle Three, the situations chosen should enable students to:

- organize their knowledge, learning and reflections on given subjects
- distinguish between what is essential and what is secondary in a point of view
- recognize attitudes, words or actions that hinder interaction with others, and explore means to remedy the difficulties encountered
- validate their points of view, using numerous varied and sometimes specialized resources, with help from the teacher, if applicable
- use appropriate and effective strategies for engaging in dialogue

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 3: ENGAGES IN DIALOGUE

5

Advanced competency development

Takes into account the coherence and reliability of resources when developing his/her point of view. Demonstrates an appropriate attitude when he/she engages in dialogue. Puts forth original and effective ideas in order to advance the dialogue. Justifies his/her point of view using pertinent arguments.

4

Thorough competency development

Uses various forms of dialogue in an appropriate manner to interact with others. Recognizes and questions attitudes, words or actions that are liable to hinder dialogue. Summarizes the ideas expressed by his/her classmates. Participates in developing new rules that facilitate dialogue.

3

Acceptable competency development

Explains how his/her point of view has changed or why it has stayed the same. Names some types of judgments (judgment of preference, prescription, reality or value) that form the basis for his/her point of view or someone else's. Uses available resources to develop his/her point of view. Shows respect when expressing his/her points of view or listening to those of others, and adheres to the rules of dialogue.

2

Partial competency development

In simple terms, expresses his/her point of view on the subject addressed. Applies some of the rules for engaging in dialogue. Pays attention when others express their points of view.

1

Minimal competency development

With help, finds information on the subject of dialogue. Names some of the rules for engaging in dialogue. With constant help, expresses a simple point of view on the subject addressed.

