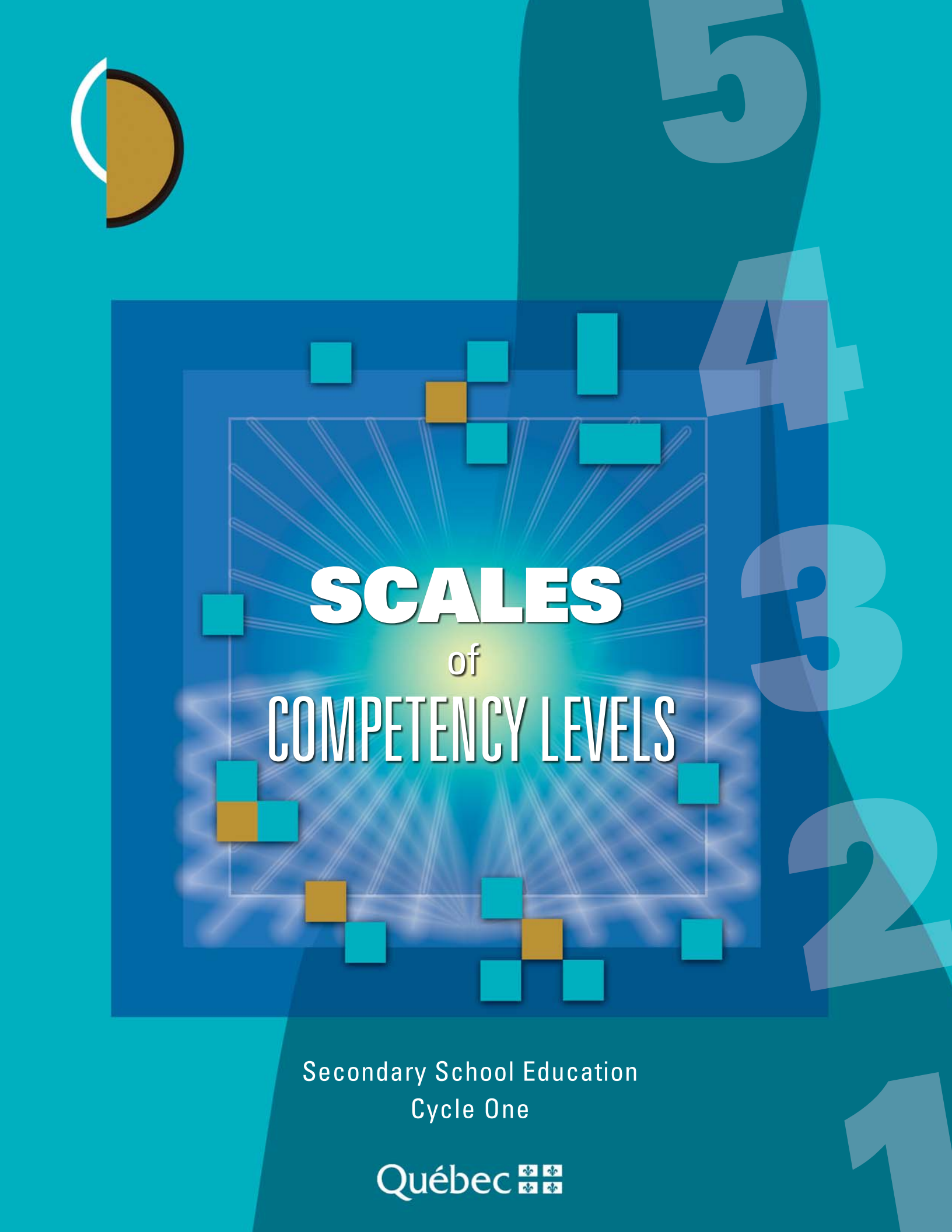


The cover features a vibrant blue background. In the top left, there is a semi-circle with a white outline and a gold fill. On the right side, large, semi-transparent numbers 1, 2, 3, 4, and 5 are arranged vertically. The central focus is a square frame containing a radial pattern of white lines. Inside this frame, the title 'SCALES of COMPETENCY LEVELS' is written in white, bold, sans-serif font. The word 'SCALES' is larger and more prominent. Surrounding the central frame are several small squares in shades of teal and gold. The overall design is modern and educational.

SCALES of COMPETENCY LEVELS

Secondary School Education
Cycle One

Québec 

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

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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 end-of-cycle assessment of the levels of competency development attained by the student at the end of Secondary Cycle One. An appropriate process of competency evaluation must be put in place to ensure that these scales are used properly. The *Reference Framework for the Evaluation of Learning in Secondary School* provides more detailed information on this subject.¹

Please note that this document is a **complete edition** of the scales of competency levels for Secondary Cycle One. The scales published in 2005 in a preliminary edition are included here, although some may have undergone minor revisions. This edition therefore replaces the preliminary edition.

1. <<http://www.mels.gouv.qc.ca/DGFJ/de/index.htm>>

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Introduction

As the *Policy on the Evaluation of Learning* indicates, competencies cannot be evaluated without relying on one's judgment. At a specific level, this judgment is focused on the particular learning and evaluation situations that form the basis for evaluation. It is also exercised in a more comprehensive manner, taking into account a whole range of observations collected in different situations. Such is notably the case when the time comes to prepare a competency report. This document is concerned with this latter level of judgment, which seeks an overall view of a competency, and it introduces a tool to be used as a guideline in making end-of-cycle assessments: scales defining various competency levels.

In secondary education, decisions pertaining to academic progress (promotion from one cycle to another, the diversification of learning paths, and so on) have major repercussions on the future of the students concerned. These decisions must take into account their interests, needs and abilities, as well as their success in the various subjects. It is important that the level of

competency development indicated in the competency report be defined in a reliable and uniform manner. The scales of competency levels were devised to satisfy this requirement. Based on the Québec Education Program, they provide common points of reference that enable teachers to determine the competency levels attained by students at the end of a cycle.

A similar tool was prepared for use in elementary education, but the scales for secondary education differ in several respects. At the elementary level, the scales describe the major stages in the development of a competency as part of a continuum but are not prescriptive. In secondary education, the scales describe different competency levels that students may have attained by the time the teacher prepares a competency report. These scales facilitate the recognition of students' competencies, as provided for in the Basic school regulation, and the competency report that parents receive must explicitly refer to the scales of competency levels.

30.1 The student's competency report must include

(1) an indication of the level of development achieved by the student [...]. At the secondary level, the assessment of the level of development is based on the scales of competency levels established by the Minister for the programs of studies; [...]

Taken from the Basic school regulation for preschool, elementary and secondary education

Part I of this document is designed to provide additional information on the nature of these instruments as well as on their development and use. The scales for all subjects are presented in Part II.

I.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.

The content of each level is consistent with that of the Québec Education Program, but does not repeat 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 end-of-cycle assessment with respect to the student's level of competency development.

Table 1

Outline of the Scales of Competency Levels

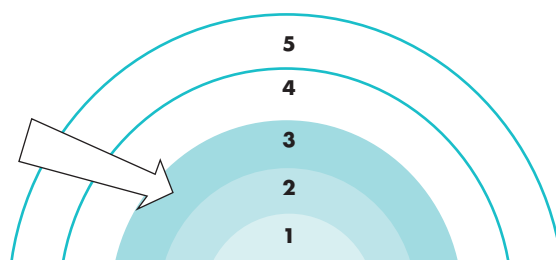
Level	Competency	Comprehensive End-of-Cycle Assessment
5	ADVANCED	Competency development is above the requirements.
4	THOROUGH	Competency development clearly meets the requirements.
3	ACCEPTABLE	Competency development meets the requirements to a limited extent .
2	PARTIAL	Competency development is below the requirements.
1	MINIMAL	Competency development is well below the requirements.

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. 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. Moreover, as the following diagram shows, the levels are inclusive.

Inclusive nature of levels ►

The description of competency level 3 encompasses those of levels 1 and 2 but does not repeat the descriptions of behaviour found at those levels.



It should be noted that 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.

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 within the scale 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.

By way of example, the Drama program states that *the complex and dynamic processes in which [students] become involved as they create, perform or appreciate dramatic works are associated with all the cross-curricular competencies and contribute to their development*. The levels of development for the competency *Performs dramatic works* take this fact into account. Therefore, statements such as *Plans the steps of the performance process and [...] perseveres in spite of difficulties encountered* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Adopts effective work methods* and *Achieves his/her potential*. Similar connections can be made in each scale.

2. Development of the Scales

To ensure the quality of the scales and greater uniformity in their application, the method used to develop them was designed to reflect a consensus within the community of teachers for each subject. As a result, teachers played an important role in formulating and validating the descriptions associated with the different competency levels. A Université de Montréal LABRIPROF team provided support throughout the five steps of the process.

1) Small teams formulating development indicators

Small groups of teachers were formed for each competency and assigned the task of formulating approximately 100 indicators (20 on average, per level). These indicators consist of statements describing observable actions carried out by students in the accomplishment of a complex task. They make it possible to determine whether students have attained a certain level of competency development by the end of a given cycle.

2) More teachers participating in each subject

The indicators were then integrated into questionnaires subsequently distributed to other teachers, who were asked to estimate the level of competency development required to perform the action described by each indicator. Over 1000 teachers from all subject areas answered these questionnaires. Table 2 shows some of the indicators that were included in the questionnaire for the competency *Performs musical works*.

Table 2

Sample questionnaire: Music					
Competency: <i>Performs musical works</i>					
At the end of Secondary Cycle One, a student who...	demonstrates a(n)...				
	advanced	thorough	acceptable	partial	minimal
	<i>level of competency development</i>				
identifies the notes on the score by counting the lines and spaces	5	4	3	2	1
detects wrong notes	5	4	3	2	1
leads a section of an ensemble	5	4	3	2	1

3) Analyzing responses

Different techniques were used to determine the indicators that best illustrated the various levels of competency development. Without going into the analyses in detail, let us simply point out that they were conducted with two objectives in mind, namely, to select the best possible indicators (those on which the teachers consulted generally agreed) and to place them within one of the five levels of the scale.

4) Writing the descriptions for the competency levels

Classified by level, the selected indicators constituted the basic information to be used in drafting the descriptions in the scale. It should be noted that the competency level descriptions appear in the form of structured paragraphs, not as lists of behaviours. The following criteria were used as guidelines in writing:

- The competency levels had to be consistent with the Québec Education Program.
- The description for each competency level had to be consistent with the indicators selected for that level.
- The information had to be organized logically.
- The descriptions had to be clearly formulated.
- The different levels had to be clearly distinguished from one another.

5) Validating descriptions for the competency levels

After the descriptions for the different competency levels were written, the scales were submitted for feedback to experts and seasoned teachers, particularly those who had been on the committees involved in formulating the indicators.

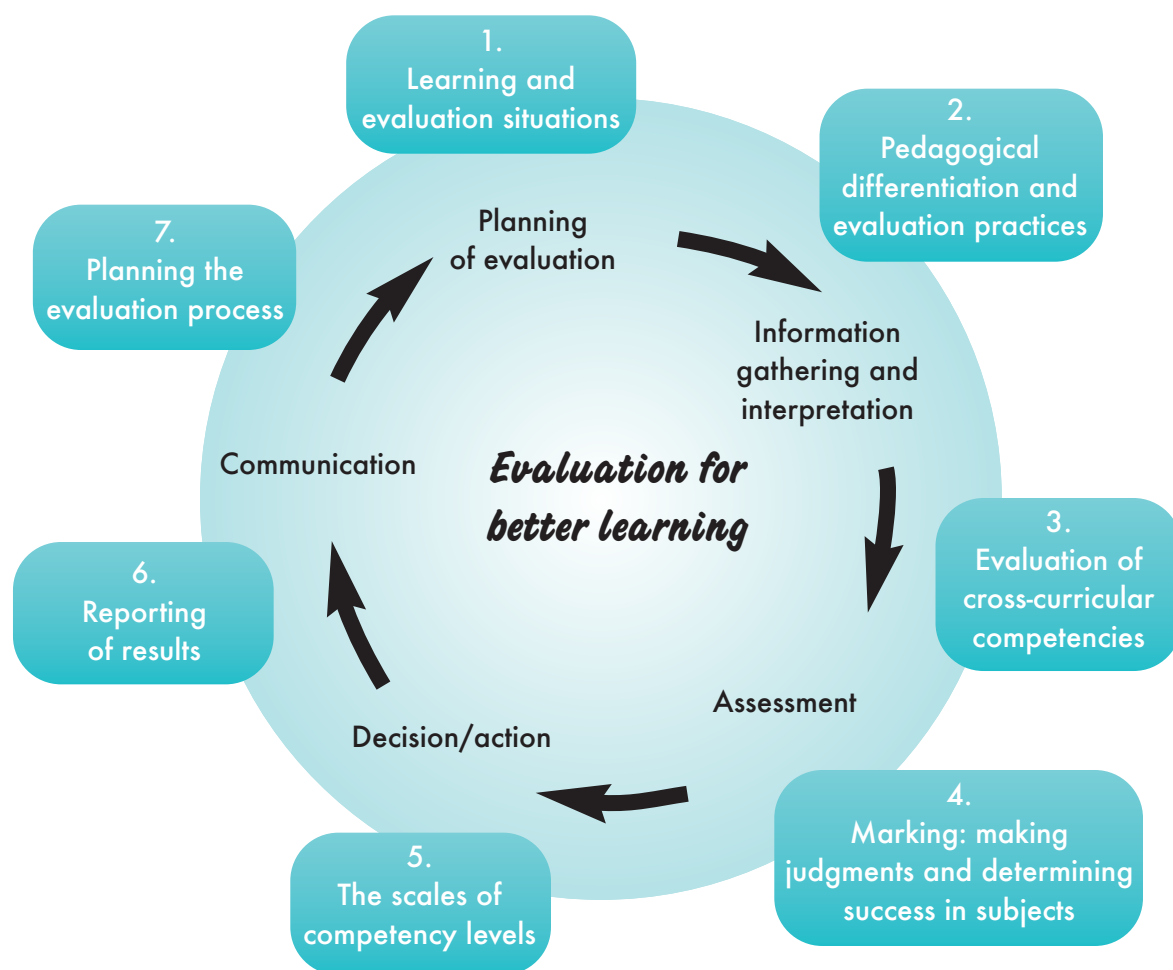
3. Use of the Scales

The scales provide the official reference points that form the basis of the end-of-cycle assessment of the levels of competency development attained by the student. While the prime responsibility for this assessment lies with the teacher who has followed and evaluated the student's learning, it is recommended that all teachers of a given subject cooperate to establish a clear, shared understanding of the levels. They could, for example, illustrate each level by using a few examples gathered in the classroom to identify its characteristics.

An appropriate evaluation process must be put in place to ensure that the scales are used properly. Since the competencies are actualized and developed within

learning and evaluation situations, assessments with respect to competencies cannot be made unless such situations are at the heart of teaching practices throughout the cycle. In general, the final situations in a given cycle are the most indicative of the student's level of competency development when it comes time to prepare a competency report.

The *Reference Framework for the Evaluation of Learning in Secondary School* provides more detailed information on the process of competency evaluation (e.g. learning and evaluation situations, evaluation tools, recording of information, etc.).



Structure of the Framework and Relationship With the Evaluation of Learning Process

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. The Québec Education Program, for its part, specifies the elements that should be taken into consideration when evaluating a competency in greater detail (e.g. key features, evaluation criteria, end-of-cycle outcomes, program content). Different evaluation tools apart from the competency scales (e.g. evaluation grids, checklists) are needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' end-of-cycle assessments. Since these are based on records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed. Moreover, to ensure that the assessments are valid, it is important to keep in mind that they must **refer to the competency evaluation criteria** set out in the Québec Education Program.

Analysis of the observations made during the cycle makes it possible to obtain a portrait of the student's competency development. At the end of the cycle, this portrait is matched with one of the levels on the scale. Keep in mind that this act constitutes 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 record of what the student has learned. It is more a matter of determining the level that most closely corresponds to the student's competency. 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 at the end of the cycle.

When preparing competency reports, teachers can qualify their assessments of the level of competency their students have attained by adding a + to the level that best corresponds to the overall competency development exhibited. By assigning a 4+, for example, the teacher attests to the fact that the student has demonstrated a competency level of 4, while some

aspects of what he or she has accomplished stand slightly above the description for this level without, however, placing the student's performance at level 5. Such qualifications must be backed up by recorded observations that reflect what was learned.

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 at the end of the cycle. Apart from their function in the recognition of competencies, the scales are a tool that students can use to take stock of their learning.

Main practices to be established for preparing competency reports

- Offer the students frequent opportunities to demonstrate their competencies in various ways throughout the cycle.
- Familiarize the students with the scales (including how they are to be used) and invite the students to use them as guideposts for adapting their actions in ways that foster the optimum development of their competencies.
- Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment, in accordance with the evaluation criteria set out in the Québec Education Program.
- Construct each assessment gradually and update it using the latest learning and evaluation situations.
- 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 given level.
- Where called for, report more detailed information as needed for certain students (notably for those with an individualized education plan).

It should be pointed out that the competency levels have been developed for all students, including those with partial or minimal competency development. 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 in the cycle, and given appropriate support.² If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency. 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).

Conclusion

The scales of competency levels will serve as tools that secondary school teachers can use in assessing students' competency development at the end of the cycle, and in incorporating these assessments into their competency reports. These scales are, therefore, associated more with the recognition of students' competency development, although this does not prevent them from indirectly having a more formative function in terms of learning support. By supplying clear guidelines for end-of-cycle competency evaluation, they make it possible to adapt teaching practices throughout the cycle, so that students have an opportunity to attain the highest possible levels. Moreover, the scales can also serve as a valuable communication tool for teachers of different cycles or for those teaching different subjects to the same group of students.

In addition, by referring to assessments made by teachers using the competency development scales, we can obtain highly relevant data on student success and

on the effectiveness of the measures established to ensure that students acquire the learning targeted by the Québec Education Program. In this way, the scales could function as tools for regulating and steering the actions of organizations ranging from individual teaching institutions to the entire education system. Using a dependable profile of the competencies developed by the students in a given school, administrators and the school team could, for example, implement measures to foster academic success.

The competency levels will eventually be updated to take into account data gathered with respect to the different subjects, following the implementation of the Québec Education Program. It can from now on be said, however, that competency levels will help to give teachers' professional assessments their rightful place in the evaluation process, thereby following through on one of the basic aims of the *Policy on the Evaluation of Learning*.

2. Refer to the *Policy on Special Education*.

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

LANGUAGES

English Language Arts

Français, langue seconde (programme de base)

Français, langue seconde (programme enrichi)



English Language Arts

Competency 1: Uses language/talk to communicate and to learn

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. The talk competency addresses the dual nature of talk as a means of extending thinking and as a production of texts.* All talk activities—both informal and formal—must occur within a suitable context for learning as well as in an interactive fashion with the other language competencies. Appropriate conditions for the development of talk contribute to differentiated teaching and learning. Evaluation of the competency requires that evidence be collected from both informal and formal talk activities (interviews, reports, presentations, plans of action, etc.) to include in the students' integrated literacy profiles. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in using language/talk to communicate and to learn, in accordance with the requirements of the QEP.

In particular, the following conditions should be put in place:

- *integrated language arts contexts designed around complex tasks and inquiry*
- *a focus on different perspectives*
- *collaboration and social interaction*

(See the Québec Education Program, pp. 89-94.)

* The term "text" refers to any form of communication—spoken, written and visual—involving the English language (PFEQ, p. 193).

Uses language/talk to communicate and to learn

5

Advanced competency development

Uses specialized language with precision pertinent to purpose and audience. Enhances the effectiveness of the communication with queries and comments. Intentionally varies volume, intonation, body language and so on, to increase interest. Adjusts register in consideration of audience. Adopts various stances (interpretation) and/or roles when necessary. Explores and defends various viewpoints. Employs a variety of strategies to disagree constructively and cordially in discussions. Leads a group project using effective strategies, such as taking notes, extending verbal exchanges, clarifying what was said, and so on. Takes action on feedback for improvement of talk texts and to encourage and elevate group thinking. Critiques own performance with a goal for improvement.

4

Thorough competency development

Uses appropriate language to communicate meaning to a specific audience and asks focused questions to enhance learning. Organizes material effectively and uses talk to clearly express a specific viewpoint. Detects instances of bias in spoken text. Collaborates verbally: shares viewpoint within a group, seeks verbal feedback during discussions, inquires in order to understand and modifies perspective in light of discussion. Assumes roles and responsibilities when working in groups. Discusses own performance when reflecting on learning.

3

Acceptable competency development

Incorporates characteristics and needs of target audience in talk exchanges and talk production. Demonstrates increasing familiarity with codes and conventions of spoken text. Uses appropriate language when communicating ideas such as storyboards, layout and fonts. Participates in a variety of spoken activities, such as reports, improvisations, discussions and research for problem solving. Negotiates within a group to interpret or produce texts. Modifies perspective in light of teacher-led discussions. Talks about own performance subjectively.

2

Partial competency development

Draws on basic listening strategies in group contexts and conveys meaning through talk with ongoing teacher support. Reacts to others' work by voicing opinions when prompted. Responds using limited vocabulary, making connections on an emotional level and/or basic level. Shares ideas with group, with ongoing encouragement.

1

Minimal competency development

Participates in spoken production in one-on-one situations, when directly questioned and encouraged. Requires teacher monitoring to stay on topic. Maintains conversation with teacher supervision when working in groups and will state opinions when questioned. Responds briefly to directed, specific, short questions in one-on-one situations.

English Language Arts

Competency 2: Represents her/his literacy in different media

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Media texts are produced collaboratively with peers, by means of which students gain insights into the codes and conventions required of the genre. Talk and collaboration are essential components of this competency, as is the interactive use of the other language competencies within a purposeful context. Appropriate conditions for the development of media literacy contribute to differentiated teaching and learning. Evaluation of the competency requires that evidence be collected from a variety of sources of student work both in reading and producing media, as well as selected multimodal texts found in the students' integrated literacy profiles. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in representing their literacy in different media, in accordance with the requirements of the QEP.

In particular, the following conditions should be put in place:

- *integrated language arts contexts designed around complex tasks and inquiry*
- *choices for topics and productions*
- *collaboration and social interaction*

(See the Québec Education Program, pp. 100-102.)

Represents her/his literacy in different media

5

Advanced competency development

Tailors productions for targeted audience. Selects codes and conventions for own productions to enhance impact. Articulates decisions about texts produced. Analyzes/critiques representation of others in productions, noting exclusions or stereotypes (references to age, gender, race, and/or religion). Initiates discussions within group to interpret or produce texts. Develops valid and reliable criteria to judge own production process and that of others. Critiques own productions and justifies production decisions.

4

Thorough competency development

Uses appropriate codes and conventions to produce text that clearly meets the intended purpose and audience. Uses a variety of strategies for a planned effect. Compares and contrasts various forms of texts that cover the same topic (e.g. newspapers, radio, television, Internet) and discusses the impact of the different forms on the intended audience or on her/himself. Grounds criticisms of productions in specific concrete terms. Uses feedback to confirm and/or revise own productions to better communicate message, and offers supportive feedback to peers for purposes of revision.

3

Acceptable competency development

Completes a plan to produce a text (e.g. storyboard). Determines, with increasing familiarity, targeted audience and purpose, and frames messages to meet intended audience. Constructs interpretation of text through media production. Accepts assigned roles and collaborates with peers to produce media texts. Talks about own productions subjectively.

2

Partial competency development

Considers purpose and/or target audience when reading and developing rudimentary media texts. Locates examples of basic codes and conventions (such as speech bubbles in comic strips) when exploring texts in class. Explains opinions, with ongoing teacher support, about media texts studied in class. Follows a production process with support from peers and teachers. Talks about personal preferences, with ongoing teacher support, when discussing productions. Attempts revisions of own production when directed.

1

Minimal competency development

Plans media productions when assisted in a step-by-step fashion. Produces simple media text when assisted with sustained one-on-one support. Presents initial draft of media production as final product. Discusses media texts when provided with sustained support. Discusses productions in narrow terms. Requires direction from teacher or peers in collaborative work situations.

English Language Arts

Competency 3: Reads and listens to written, spoken and media texts

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Through reading, students encounter information, issues and ideas expressed by others in a variety of text types—artistic, informative, pop culture and various combinations thereof. They synthesize ideas to develop critical judgment in light of their own experiences and their experience with texts, and interpret texts through response and inquiry processes. Students exercise choice from a variety of texts written and/or produced for young adults, including media texts which contribute to differentiation in teaching and learning. Evaluation of reading requires evidence of interpretation of texts, reflection and critical judgment collected in the students' integrated literacy profiles. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in reading and listening to written, spoken and media texts, in accordance with the requirements of the QEP.

In particular, the following conditions should be put in place:

- *integrated language arts contexts designed around complex tasks and inquiry*
- *choices of books to read*
- *collaboration and social interaction*

(See the Québec Education Program, pp. 107-110.)

Reads and listens to written, spoken and media texts

5

Advanced competency development

Reflects on how organization of the texts affects impact on readers by analyzing structures, codes and conventions. Responds to text and places it in its literary and sociocultural contexts. Appreciates aesthetic aspects of written, spoken and media texts. Asks questions to understand nuances in texts. Adopts a stance, justifying interpretation while respecting the author's purpose (e.g. considers viewpoints of different characters when reading a novel). Uses conferences to demonstrate personal growth as a reader and to set goals.

4

Thorough competency development

Discusses structures, codes and conventions in familiar texts. Detects inferred messages and explains and clarifies meanings through discussion in class. Recognizes obvious bias in familiar texts. Supports ideas through specific quotations from the text when responding, and expresses meaningful connections between own experiences and text. Uses reliable strategies and the help of peers when working with different text types. Discusses preferences as a reader and is willing to try texts recommended by others.

3

Acceptable competency development

Recognizes, with increasing familiarity, that the purpose for reading affects the stance (viewpoint) that she/he assumes. Calls upon familiar strategies when working with various genres. Constructs personal interpretations of texts, justifying opinions with reference to text. Explains rationale for choices made when selecting texts to read. Expresses an awareness of self as a reader when participating in teacher-student conferences.

2

Partial competency development

Demonstrates, with assistance, an awareness of the intended audience for familiar texts. Recognizes, with prompting, evident messages in a variety of texts taught in class. Explains the basic purpose of a text with ongoing teacher support. Uses a strategy for reading different text types, such as literary, media and information texts, with ongoing teacher support. Participates in teacher-student conferences when required. Describes reading preferences on a superficial level when prompted.

1

Minimal competency development

Identifies obvious features, codes and conventions of familiar texts with one-on-one support. Recalls facts from familiar information-based texts. Demonstrates by retelling a general understanding of text with one-on-one support. Makes superficial connections between one text and another with one-on-one support from the teacher. Selects texts for tasks with teacher assistance.

English Language Arts

Competency 4: Writes a variety of genres for personal and social purposes

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Writing development requires that students share and offer feedback in order to revise and edit texts. Appropriate conditions permit students to develop a personal writing process through which they experiment with codes, conventions and structures featured in texts. These conditions also contribute to differentiation in teaching and learning. Evaluation of the competency requires evidence of use of different text types, written for different purposes and audiences, including drafts and revisions, collected in an integrated literacy profile. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in writing a variety of genres for personal and social purposes, in accordance with the requirements of the QEP.

In particular, the following conditions should be put in place:

- *integrated language arts contexts designed around complex tasks and inquiry*
- *choices for topics, text types, audience and purpose*
- *collaboration and social interaction*

(See the Québec Education Program, pp. 116-119.)

Writes a variety of genres for personal and social purposes

5

Advanced competency development

Analyzes characteristics of targeted audience and tailors codes and conventions to purpose and audience, (e.g., uses specific vocabulary to enhance impact). Generates new questions while researching. Considers the reliability of sources for information used in research. Enhances organization and coherence of texts through use of transitional devices (conjunctions, etc.). Analyzes and critiques own work independently. Justifies decisions made during the revision process. Critiques own writing and sets goals for improvement in explicit terms.

4

Thorough competency development

Recognizes and utilizes codes and conventions of different text types when writing for different audiences. Demonstrates and justifies own viewpoint while considering those of others. Consults a variety of appropriate sources to support the writing process and the revision of ideas and texts. Collaborates at all stages of the writing process. Incorporates helpful feedback when revising. Discusses own development as a writer.

3

Acceptable competency development

Writes with increasing ease for a specific audience, to express feelings and opinions, to inform, to influence or to entertain. Employs basic conventions, i.e. grammar, paragraphing, punctuation, spelling, to construct text. Creates a workable plan (storyboards, graphic organizers or webs.) Shares writing for peer feedback and uses feedback to improve writing. Explains choices made in revision process and approaches conferences with increasing confidence.

2

Partial competency development

Takes a discernible point of view for a specific audience, with ongoing teacher support. Uses feedback to correct basic mechanical errors and revises texts under peer's/teacher's guidance. Engages in a writing process with peer/teacher encouragement. Conveys meaning in spite of problems with structure and/or organization. Reflects on basic accomplishments and/or self-evaluates own performance subjectively.

1

Minimal competency development

Writes basic text, with one-on-one support, for a familiar audience. When working with a new genre, attempts to follow a model with sustained support. Requires prompting when choosing topic for writing. Follows teacher feedback to a limited extent with respect to basic mechanical errors. Expresses unsubstantiated opinions about peers' or own writing when prompted.

Français, langue seconde (programme de base)

Compétence I : Interagir en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève :

- *de communiquer en français et de participer à diverses activités en rapport avec ses centres d'intérêt;*
- *de répondre à divers besoins de la vie quotidienne;*
- *de s'outiller pour agir en société;*
- *d'apprendre à mieux connaître la culture francophone.*

(Voir Programme de formation, p. 146-147.)

Interagir en français

5

Compétence marquée

Communique spontanément en français dans ses échanges en référant à l'occasion à des éléments culturels francophones. Produit un message clair à l'aide d'un vocabulaire varié et de phrases parfois complexes et, le cas échéant, précise ses propos en les reformulant. Démonstre, à l'aide d'exemples et de comparaisons, sa compréhension des propos tenus. Modifie son point de vue au besoin et soutient ses idées à l'aide d'arguments variés. Adapte son message à son destinataire et suggère des stratégies pour favoriser les interactions.

4

Compétence assurée

Communique en français en prononçant clairement la plupart des mots et en respectant les principales conventions d'usage. Amorce la discussion et manifeste son intention de communication. Utilise des expressions vues en classe et emploie des temps de verbe appropriés au contexte. Justifie son point de vue et soutient une idée à l'aide d'exemples. Fait progresser la discussion en réagissant aux idées de ses interlocuteurs et en leur offrant de l'aide au besoin. Reformule l'essentiel des propos tenus lors de l'interaction. Échange avec ses pairs sur l'efficacité de sa communication.

3

Compétence acceptable

Participe aux échanges en produisant de courts messages intelligibles (ex. : explique une tâche simple ou s'exprime par rapport à une situation vécue) et en persévérant dans ses efforts de communication. S'exprime avec un vocabulaire simple en recourant parfois à d'autres formules que celles apprises en classe. Utilise quelques procédés de reprise de l'information par exemple les pronoms-sujets. Identifie, avec de l'aide, ses forces et les points à améliorer en ce qui concerne sa démarche, sa participation et l'intelligibilité de son message.

2

Compétence peu développée

Communique avec de l'aide, en utilisant des phrases simples et le vocabulaire étudié en classe. Amorce et clôt l'interaction par des formules apprises. Réagit aux messages simples et utilise le regard et les gestes pour soutenir ses propos. Demande, au besoin, à son interlocuteur de répéter ou de parler lentement. Fait preuve d'une certaine ouverture aux idées et aux propos des autres.

1

Compétence très peu développée

Communique à l'aide de mots simples et, à l'occasion, utilise des verbes à l'infinitif. Prononce clairement quelques mots ou expressions vus en classe. Repère des mots connus dans le discours de son interlocuteur et les utilise pour répondre aux questions posées. Recourt surtout à des éléments visuels et gestuels pour se faire comprendre. Participe, avec de l'aide, à une activité ou à un projet.

Français langue seconde (programme de base)

Compétence 2 : Produire des textes variés en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève :

- *de produire des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non;*
- *de répondre à divers besoins de communication en français;*
- *d'exploiter un éventail de ressources humaines, matérielles et technologiques ainsi que des repères culturels;*
- *de diversifier ses expériences de production.*

(Voir Programme de formation, p. 148-149.)

Produire des textes variés en français

5

Compétence marquée

Gère sa démarche de façon autonome et développe ses idées en intégrant parfois des éléments culturels francophones. Exprime ses sentiments, ses opinions et ses idées à l'aide d'un vocabulaire précis et varié. Utilise des marqueurs de relation et présente un texte contenant quelques phrases complexes bien structurées. Réinvestit des connaissances et des stratégies acquises dans d'autres contextes. Recourt à des ressources matérielles, technologiques ou médiatiques dans le but de diffuser son texte. Analyse sa démarche et les difficultés éprouvées et suggère des solutions.

4

Compétence assurée

Planifie sa production en se référant à des sources d'information variées et ajoute des éléments personnels à la démarche proposée par l'enseignant. Exprime clairement son intention de communication et transmet un message cohérent pouvant contenir de courtes phrases complexes. Accorde des éléments du groupe nominal en genre et en nombre. Utilise des stratégies de dépannage et des ressources variées pour réviser sa production. Enrichit sa production finale à l'aide d'éléments visuels et sonores pertinents et variés. Utilise un outil de réflexion pour évaluer sa démarche de production.

3

Compétence acceptable

Planifie sa production en respectant l'intention de communication donnée par l'enseignant et organise ses idées en séquences logiques. Dans Internet ou ailleurs, sélectionne les informations et les éléments visuels pertinents. Construit des phrases simples de forme négative. Utilise des ressources et des stratégies autres que le recours à sa langue maternelle. Sollicite la rétroaction de l'enseignant et de ses pairs sur la forme et le contenu pour améliorer sa production. Utilise un outil pour évaluer sa production finale et détermine certains points à améliorer.

2

Compétence peu développée

Suit la démarche proposée par l'enseignant et sollicite de l'aide pour compléter la tâche. Produit de courts messages contenant quelques phrases de base et fournit assez d'informations pour donner un sens au message. Construit des phrases simples de types déclaratif et interrogatif et utilise correctement quelques verbes aux temps usuels. Ajoute, à l'occasion, un adjectif au groupe nominal et réinvestit dans ses textes les mots de vocabulaire vus en classe. Intègre des éléments visuels à sa production. Avec l'aide de son enseignant, s'interroge sur les améliorations à apporter à sa production.

1

Compétence très peu développée

Demande des explications dans sa langue maternelle pour entreprendre la tâche et utilise un dictionnaire bilingue. Modèle ses productions sur sa langue maternelle en traduisant mot à mot et en se servant de mots français et d'expressions mémorisées liés à la situation de communication. Recourt à des stratégies de dépannage (ex. : écrire au son pour se faire comprendre, accepter l'aide de ses pairs). Présente une version finale de son texte à partir d'indications fournies par son enseignant.

Français, langue seconde (programme de base)

Compétence 3 : Lire des textes variés en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à lire des textes variés en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève :

- *de découvrir divers aspects de la culture francophone;*
- *de diversifier ses expériences de lecture;*
- *de répondre à divers besoins d'information;*
- *d'explorer une diversité de ressources humaines, matérielles ou technologiques susceptibles de soutenir sa compréhension.*

(Voir Programme de formation, p. 150-151.)

Lire des textes variés en français

5

Compétence marquée

Diversifie ses expériences de lecture. Planifie et adapte sa démarche de lecture. Fait ressortir les éléments essentiels d'un texte et dégage les caractéristiques psychologiques des personnages. Relève, seul ou avec ses pairs, les procédés utilisés par l'auteur. Émet des hypothèses sur le sens de certaines expressions idiomatiques. Recourt à divers moyens tels l'annotation, le regroupement de l'information ou l'organisateur graphique afin d'améliorer sa compréhension.

4

Compétence assurée

Lit différents textes pour réaliser la tâche demandée. Utilise le remue-méninges et la discussion pour préparer sa lecture. Établit des liens entre les actions et les réactions des personnages. Dégage la structure logique du texte et identifie les passages essentiels. Utilise des éléments du texte pour appuyer ses propos. Identifie, avec ses pairs, des éléments de la culture francophone. Utilise des stratégies proposées par l'enseignant dans le but d'améliorer sa compréhension (ex. : déduit le sens d'un mot, émet des hypothèses). Fait un retour réflexif sur l'efficacité de sa démarche de compréhension et sur l'atteinte de son intention de lecture.

3

Compétence acceptable

Lit les textes recommandés et y relève des idées importantes, selon son intention de lecture. Associe des éléments de contenu du texte à des expériences personnelles, à des faits ou à des personnes connus. Reconnaît, avec de l'aide, les conditions propices à la compréhension du texte. Dégage le sens global du texte en relevant des liens entre les divers personnages ainsi que des indices de temps et d'espace. Poursuit sa lecture malgré certains mots incompris et cherche à améliorer sa compréhension (ex. : poser des questions, utiliser le dictionnaire). Partage son appréciation du texte avec ses pairs.

2

Compétence peu développée

Exprime, avec de l'aide, son intention de lecture. Identifie le sujet du texte et pose des questions pour mieux comprendre. Relève les éléments d'une description lui permettant de comprendre un personnage, un événement, un lieu. Dégage le sens du message contenu dans un texte illustré ou médiatique. Identifie, avec de l'aide, les difficultés rencontrées au cours de sa démarche de compréhension.

1

Compétence très peu développée

Anticipe le contenu du texte à partir des images ou du titre. Lit, avec de l'aide, un court texte et démontre une compréhension sommaire du texte en s'appuyant sur certains mots connus. Relève des éléments explicites d'un texte simple (ex. : des personnages, des lieux) et en identifie le fil conducteur. Recourt au dictionnaire bilingue pour améliorer sa compréhension.

Français, langue seconde (programme enrichi)

Compétence I : Interagir en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève :

- *d'échanger avec aisance en français dans toutes les situations qui se présentent à lui;*
- *de s'outiller pour agir en société;*
- *d'entretenir des relations harmonieuses avec différents types d'interlocuteurs;*
- *d'expérimenter le pouvoir de la parole;*
- *d'apprendre à mieux connaître et à apprécier la culture francophone d'ici et d'ailleurs.*

(Voir Programme de formation, p. 152-153.)

Interagir en français

5

Compétence marquée

S'exprime en français avec aisance et se réfère à des repères culturels pour exprimer ses idées. Établit des liens entre les repères culturels francophones et sa réalité linguistique. Justifie ses propos par des arguments appropriés et insère des expressions idiomatiques dans la conversation. Résume les idées émises durant l'interaction en regroupant les informations pertinentes et manifeste sa compréhension de certains mots utilisés au sens figuré. Favorise la participation de ses pairs dans la discussion en ayant recours, par exemple, au questionnement et à l'encouragement. Évalue l'efficacité de sa communication afin d'y apporter des ajustements.

4

Compétence assurée

S'exprime spontanément en français et formule ses propos en tenant compte de ses interlocuteurs et en respectant les conventions de la communication. Organise ses idées et les illustre à l'aide d'exemples de façon à faciliter la communication de son message. Vérifie la clarté de son message auprès de ses interlocuteurs et se reprend, au besoin, en utilisant un vocabulaire plus précis. Utilise des phrases complexes dans ses interactions et respecte la concordance des temps. Échange avec ses pairs sur les stratégies pour améliorer la réalisation des tâches proposées.

3

Compétence acceptable

S'exprime généralement en français de façon claire et discute d'expériences à caractère culturel ou autre, vécues en classe ou à l'extérieur. Exprime ses opinions et les justifie brièvement. Structure ses propos en utilisant les marqueurs de relation et emploie des temps de verbe appropriés à la situation. Demande à son interlocuteur d'apporter des précisions afin d'améliorer sa compréhension du message. Participe aux tâches, par exemple en faisant des suggestions. Tient compte des commentaires reçus pour améliorer ses interactions. Souligne des points à améliorer dans sa communication.

2

Compétence peu développée

S'exprime en français avec hésitation tout en énonçant quelques idées (ex. : exprimer ses sentiments par rapport à une situation, justifier brièvement ses réponses). Pose des questions simples dans le but de clarifier certaines informations et de dégager l'essentiel des messages. Utilise et prononce correctement la plupart des mots appris en classe et emploie des procédés de reprise de l'information comme les pronoms-sujets. Contribue aux activités de son groupe et accepte parfois de prendre des risques dans ses interactions.

1

Compétence très peu développée

Communique quelques idées à l'aide de mots ou de phrases simples et répète certaines expressions ou phrases entendues. Démonstre sa compréhension en réagissant à de courtes consignes. Établit un contact visuel avec son interlocuteur et utilise des formules apprises pour amorcer et clore l'interaction. Recourt à des stratégies de dépannage pour se faire comprendre. Demande de l'aide au moment de ses interventions et, le cas échéant, demande à son interlocuteur de répéter.

Français, langue seconde (programme enrichi)

Compétence 2 : Produire des textes variés en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève :

- *de produire des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non;*
- *de répondre à diverses intentions de communication en français;*
- *d'exploiter un éventail de ressources humaines, matérielles et technologiques ainsi que des repères culturels;*
- *de diversifier ses expériences de production.*

(Voir Programme de formation, p. 154-155.)

Produire des textes variés en français

5

Compétence marquée

Fait preuve de créativité tout au long de sa démarche. Enchaîne ses idées à l'aide de différents marqueurs de relation. Maintient généralement la cohérence dans ses textes et tient compte du destinataire. Construit des phrases complexes pour exprimer ses idées et emploie une variété de temps de verbes selon le contexte. Prend des initiatives pour améliorer sa production et fait appel à des repères culturels. Ajuste le niveau de concision ou d'élaboration du texte à partir d'une rétroaction de l'enseignant et de ses pairs. Explique les moyens choisis pour réguler sa démarche de production à des fins d'autoévaluation.

4

Compétence assurée

Gère les diverses étapes de sa démarche de façon autonome selon l'échéancier prévu. Utilise des ressources matérielles, technologiques ou médiatiques pertinentes à la situation de communication. Adapte sa production en fonction des caractéristiques du destinataire. Exprime ses sentiments, ses opinions et ses idées sur divers sujets incluant des éléments culturels francophones à l'aide d'un vocabulaire précis et varié. Sélectionne des stratégies appropriées pour s'assurer de la pertinence et de la cohérence de son texte et utilise différents procédés de reprise de l'information. Porte un jugement critique sur sa démarche de production et propose des solutions aux difficultés rencontrées.

3

Compétence acceptable

Adapte sa démarche en respectant l'intention de communication. Produit une première version de son texte comportant quelques phrases complexes. Explique ses idées à l'aide de séquences informatives et narratives et fait référence à des éléments culturels vus en classe. Utilise dans son texte des éléments qui font progresser l'information. Fait généralement l'accord en genre et en nombre dans le groupe nominal et emploie correctement les verbes aux temps usuels. Utilise des stratégies de révision telles que la rétroaction de l'enseignant et de ses pairs pour améliorer son texte. Évalue sa démarche à l'aide d'outils proposés.

2

Compétence peu développée

Discute de sa démarche de production avec son enseignant ou avec ses pairs. Transmet des idées liées au sujet et organise son texte en paragraphes. Produit des phrases simples pouvant contenir des marqueurs de relation et orthographie correctement la plupart des mots usuels. Utilise des stratégies variées et détermine les points à améliorer dans ses productions avec l'aide de son enseignant et de ses pairs.

1

Compétence très peu développée

Demande des explications sur la tâche et suit la démarche proposée par l'enseignant. Construit des phrases simples de type déclaratif en se servant d'un vocabulaire simple et usuel et de verbes au présent. Ajoute un adjectif au groupe nominal et utilise des déterminants pour indiquer le nombre. Utilise, avec soutien, quelques ressources matérielles, médiatiques ou technologiques pour présenter une version finale de sa production. Évalue sa production avec son enseignant.

Français, langue seconde (programme enrichi)

Compétence 3 : Lire des textes courants et littéraires en français

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 de lui avoir proposé des situations variées qui ont permis à l'élève de démontrer sa compétence à lire des textes courants et littéraires en français, conformément aux exigences du Programme de formation.

Les situations à privilégier devraient permettre à l'élève:

- *de diversifier ses expériences de lecture;*
- *de satisfaire sa curiosité et son besoin d'imaginaire;*
- *d'explorer la culture francophone d'ici et d'ailleurs;*
- *d'explorer une diversité de ressources humaines, matérielles ou technologiques susceptibles de soutenir sa compréhension.*

(Voir Programme de formation, p. 156-157.)

Lire des textes courants et littéraires en français

5

Compétence marquée

Diversifie ses lectures. Compare différents textes entre eux et analyse les procédés d'écriture employés par l'auteur. Dégage, par inférence, des idées implicites du texte. Fait des liens entre son vécu et les réalités culturelles francophones qui ressortent de ses lectures. Consulte plusieurs sources pour s'assurer de la véracité de l'information. Évalue sa démarche de lecture et identifie, de façon autonome, des améliorations possibles.

4

Compétence assurée

Réagit à divers types de textes, les annote et en dégage la structure. Établit des liens entre les personnages, les lieux, les événements, etc. Explique le message de l'auteur et relève les valeurs véhiculées par les personnages en se référant au texte. Identifie des critères pour apprécier le texte et explique comment la lecture permet de répondre à ses besoins personnels. Dégage les stratégies utilisées par l'auteur pour susciter l'intérêt et exprime ses réactions, par exemple sur le dénouement d'une histoire. Compare sa démarche et ses stratégies avec celles de ses pairs.

3

Compétence acceptable

Se donne une intention de lecture. Relève les indices qui permettent d'identifier le narrateur et la structure du texte et émet des hypothèses sur le sens de certains mots. Résume brièvement le texte dans ses propres mots, le commente en se référant au texte pour soutenir ses propos et compare sa compréhension avec celle de ses pairs. Explique le rôle de la mise en forme du texte (ex. : utilisation des procédés typographiques, des illustrations et des marques de ponctuation). Exprime ses goûts et ses centres d'intérêt en lecture.

2

Compétence peu développée

Se familiarise avec les types de textes proposés et dégage l'essentiel du message d'un texte simple. Identifie les personnages, les lieux et les principaux événements. Distingue les séquences narratives des séquences dialoguées. Recourt à l'index ou à la table des matières pour repérer l'information. Réagit au texte en se référant à ses expériences personnelles. Poursuit sa lecture malgré certains mots incompris ou pose des questions pour mieux comprendre. Reconnaît les conditions de lecture qui sont propices à une meilleure compréhension.

1

Compétence très peu développée

Réalise la tâche avec une aide soutenue et anticipe le contenu du texte à partir des illustrations ou du titre. Relève quelques éléments importants du texte et fait quelques liens entre les actions et les personnages. Reconnaît certaines marques d'organisation graphique et textuelle et replace dans l'ordre la séquence des événements à partir des illustrations ou de courtes phrases. Recourt au dictionnaire bilingue pour améliorer sa compréhension.

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

MATHEMATICS, SCIENCE AND TECHNOLOGY

Mathematics

Science and Technology



Mathematics

Competency 1: Solves a situational problem

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate their competency in solving a situational problem, in accordance with the requirements of the Québec Education Program.

The competency *Solves a situational problem* involves being able to find a coherent solution to a situational problem under one of the following conditions:

- The situation has not been previously presented in the learning process.
- Finding an acceptable solution involves using a new combination of rules or principles that the student may or may not have previously learned.
- The solution, or the way in which it is presented, has not been encountered before.

Students should be asked to work with situations that require discernment, research and the development of strategies entailing the mobilization of knowledge. Situational problems may touch on one or more branches of mathematics. They refer to real, fictitious, realistic, imaginary or purely mathematical contexts. They may be related to the students' environment, the broad areas of learning or the social and historical contexts in which mathematics has evolved. They may involve superfluous, implicit or missing information.

Throughout the cycle, the student is exposed to many different situations consistent with the pedagogical context defined in the Mathematics program. The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student. If such is the case, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency.

The teacher may simplify a situation by assigning a task that has characteristics such as the following:

- It is easy to identify and describe.
- It involves processing a limited amount of information or dealing with a limited number of constraints.
- It requires little abstract thinking.
- It can be represented by a simple mathematical model.
- Its solution involves a limited number of mathematical concepts and processes.
- Its solution may involve a limited number of steps.
- The student is familiar with the context.
- The teacher provides assistance during certain steps or at every step of the process.

(See the Québec Education Program, pp. 198-199.)

Solves a situational problem

5

Advanced competency development

Represents a situational problem with a mathematical model by using the most appropriate type(s) of representations. Draws upon mathematical concepts and processes and finds appropriate ways of adapting them in order to make it easier to solve a situational problem. Uses efficient problem-solving strategies and is able to evaluate their effectiveness. Systematically validates his/her solution and rectifies it, if necessary. Shares his/her solution by communicating clearly and concisely, rigorously observing the rules and conventions of mathematical language. Applies previously used strategies and procedures to new situational problems.

4

Thorough competency development

Identifies all the information useful in solving a situational problem. Represents a situational problem by using an appropriate mathematical model. Draws upon mathematical concepts and processes and finds appropriate ways of adapting them to solve a situational problem. Uses effective problem-solving strategies. Presents a complete and structured solution that sometimes contains minor errors related to concepts and processes and to the rules and conventions of mathematical language. Validates the main steps in his/her solution. Explains and justifies the steps in his/her solution, when necessary.

3

Acceptable competency development

Identifies most of the information useful in solving a situational problem. Determines some of the steps involved in solving a situational problem. Represents a situational problem with a generally satisfactory mathematical model. Draws upon most of the mathematical concepts and processes appropriate for solving a situational problem. Adapts the concepts and processes chosen to solve a situational problem, but has difficulty doing so. Presents a solution that sometimes contains errors related to concepts and processes and to the rules and conventions of mathematical language. Validates some of the steps in his/her solution. Explains some of the steps in his/her solution, when necessary. Draws simple conclusions on the basis of his/her solution.

2

Partial competency development

Identifies some of the information useful in solving a situational problem. Describes the purpose of the task to be performed. Often uses the same types of representations to illustrate a situational problem. Draws upon some of the mathematical concepts and processes appropriate for solving a situational problem. Presents a solution containing errors related to concepts and processes and to the rules and conventions of mathematical language. Validates some of his/her operations. When necessary, describes some of the steps in his/her solution or some of the operations he/she has performed.

1

Minimal competency development

Identifies some of the information given in a situational problem without distinguishing between relevant and irrelevant information. Uses one or more types of largely inappropriate representations for a situational problem. Draws upon mathematical concepts and processes that are not very appropriate for solving a situational problem. Works out the easiest steps in the solution. In some cases, provides a complete solution if he/she is given a model, plan or procedure. When necessary, describes some of the operations he/she has performed.

Mathematics

Competency 2: Uses mathematical reasoning

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to use mathematical reasoning.

Although students' mathematical reasoning can be observed in different types of mathematical situations (situational problems, situations involving communication or other activities), students should be given situations involving applications that focus on the various types of reasoning associated with this competency (i.e. general types of reasoning and types of reasoning specific to each branch of mathematics). Students call upon mathematical reasoning appropriate to the situation and either process the information given in the situation or use an exemplification process to formulate a proposition or a conjecture. They choose and apply the mathematical concepts and processes appropriate to the situation and use a procedure that enables them to confirm or refute the proposition or conjecture that they formulated or that they have been asked to validate. If necessary, they validate and justify the steps in their procedure on the basis of concepts, processes, rules, laws or properties.

The situations involving applications are also designed for different purposes (e.g. to get students to explain, justify, prove, convince, assess, take a position, compare, deduce or generalize). They may touch on one or more branches of mathematics. They may involve superfluous, implicit or missing information, and they refer to authentic, realistic, fictitious, imaginary or purely mathematical contexts.

The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the

situation by modifying some of its aspects or by offering assistance to the student. If such is the case, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency.

The teacher may simplify a situation by assigning a task that has characteristics such as the following:

- It is easy to identify and describe.
- It requires little abstract thinking.
- It involves processing a limited amount of information.
- It relates to only one network of mathematical concepts and processes or involves making simple connections between networks of mathematical concepts and processes.
- It involves using simple types of reasoning specific to a certain branch of mathematics.
- It involves a limited number of different types of representations or simple conversions between different types of representations.
- It may involve simple strategies for applying mathematical reasoning.
- It involves a limited number of steps in order to arrive at a conclusion or to validate a conjecture.
- It involves simple explanations or justifications.
- The student is familiar with the context.
- The teacher provides assistance during certain steps or at every step of the process.

(See the Québec Education Program, pp. 200-203.)

Uses mathematical reasoning

5

Advanced competency development

Formulates an appropriate conjecture by rigorously processing the given information or using suitable examples in order to cover every aspect of the situation systematically. Chooses the mathematical concepts and processes that enable him/her to meet the requirements of the situation efficiently. Rigorously applies the chosen mathematical concepts and processes. Uses efficient strategies in applying his/her mathematical reasoning. Uses the most appropriate types of representations to illustrate his/her mathematical reasoning. Presents an efficient procedure that clearly indicates the connections between the arguments and that reflects the rules and conventions of mathematical language. Systematically validates his/her procedure and, if necessary, uses another procedure to test its validity. Justifies the steps in his/her procedure, when necessary, by rigorously applying rules, laws or properties.

4

Thorough competency development

Formulates an appropriate conjecture by processing the given information or using a variety of examples covering most of the aspects of the situation. When necessary, refines or modifies the conjecture that he/she formulated, chose or was asked to validate. Chooses mathematical concepts and processes appropriate to the situation. Applies the chosen mathematical concepts and processes appropriately. Uses effective strategies in applying his/her mathematical reasoning. Uses appropriate types of representations to illustrate his/her mathematical reasoning. Presents a complete procedure consisting of a clear and organized set of steps that may involve minor errors pertaining to the rules and conventions of mathematical language. Validates the main steps in his/her procedure and rectifies it, if necessary. Justifies the steps in his/her procedure, when necessary, by applying rules, laws or properties.

3

Acceptable competency development

Formulates a partially appropriate conjecture by processing the given information or using specific examples covering certain aspects of the situation. Chooses most of the mathematical concepts and processes appropriate to the situation. Applies the mathematical concepts and processes that he/she has chosen, but has difficulty doing so and sometimes makes conceptual errors. Usually uses appropriate strategies in applying his/her mathematical reasoning. Uses appropriate types of representations to illustrate his/her mathematical reasoning, but sometimes has difficulty doing so. Presents the main steps in his/her procedure, but makes errors pertaining to the rules and conventions of mathematical language. Validates some of the steps in his/her procedure. Justifies some of the steps in his/her procedure, when necessary, by applying rules, laws or properties.

2

Partial competency development

Formulates a conjecture that is not very appropriate to the situation. Chooses some of the mathematical concepts and processes appropriate to the situation. Often makes major errors in applying mathematical concepts and processes. Uses strategies that are not very appropriate in trying to apply his/her mathematical reasoning. Often uses the same types of representations to illustrate his/her mathematical reasoning. Presents a procedure whose steps are not very organized and often contain major errors pertaining to the rules and conventions of mathematical language. When necessary, justifies some of the steps in his/her procedure by applying rules, laws or properties that are not very appropriate to the situation or that are unrelated to it.

1

Minimal competency development

Formulates a conjecture that is very difficult for the audience to understand and that, in most cases, does not reflect the given information. Uses only one example to validate a conjecture. Chooses mathematical concepts and processes that are not at all appropriate to the situation. Makes major errors in applying mathematical concepts and processes. Uses inappropriate types of representations to illustrate his/her mathematical reasoning. Presents a procedure consisting of only a few isolated elements or describes a procedure that is completely unrelated to the situation. Uses very little mathematical language. When asked to do so, justifies some of the elements of his/her procedure by using arguments that are not very appropriate.

Mathematics

Competency 3: Communicates by using mathematical language

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to communicate by using mathematical language, in accordance with the requirements of the Québec Education Program.

The competency *Communicates by using mathematical language* is inextricably linked to the other two competencies (*Uses mathematical reasoning* and *Solves a situational problem*), since it is closely related to the conceptualization of mathematical objects, which is a process that calls for mathematical procedures such as those involved in using mathematical reasoning or solving a situational problem. This competency can be evaluated within the context of complex tasks devised to assess the other two subject-specific competencies. However, situations focusing more specifically on communication tasks (e.g. presentations, discussions, debates, keeping a logbook) can also be used to evaluate the development of this competency.

Throughout the cycle, the student is exposed to many different situations consistent with the pedagogical context defined in the Mathematics program. The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student. If such is the case, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency.

The teacher may simplify the communication aspect of a situation by assigning a task that has characteristics such as the following:

- It involves simple vocabulary.
- It involves a mathematical message with a limited amount of information to be processed.
- It involves a mathematical message presented in such a way as to make it easier to identify relationships among the given items of information so that the student can easily extract what he/she needs.
- It involves a message containing types of representations that are simple to interpret.
- Simple types of representations or simple conversions between different types of representations are used to produce the message.
- A model is provided to help the student analyze a message or structure his/her mathematical message (e.g. reading goals, communication plan).
- The student is familiar with the context of the mathematical message to be produced (subject and purpose of the message and the intended audience).
- It involves interpreting or producing a mathematical message that relates to only one network of mathematical concepts and processes or involves making simple connections between networks of mathematical concepts and processes.
- Resources or sources of information (e.g. resource persons, reference manuals, glossaries) are recommended to help the student better understand the mathematical message to be interpreted or improve the quality of the mathematical message to be produced.
- The teacher provides assistance during certain steps or at every step of the process.

(See the Québec Education Program, pp. 204-205.)

Communicates by using mathematical language

5

Advanced competency development

Rigorously interprets a mathematical message by processing the given information using efficient strategies to extract the most appropriate data. Compares his/her understanding of a mathematical object (concept or process) or message with that of others by using the elements of mathematical and everyday language to formulate rigorously accurate arguments. Clearly and coherently summarizes the relevant information in a mathematical message. Produces an efficient mathematical message, rigorously observing the rules and conventions of mathematical language. Systematically validates his/her mathematical message and, if necessary, uses another strategy to test its validity. Uses the most appropriate type(s) of representation(s) to convey a mathematical message or express his/her ideas. Consults the most appropriate resources or sources of information, when necessary, to validate his/her understanding of a mathematical message, or to produce a mathematical message or improve its quality.

4

Thorough competency development

Correctly interprets a mathematical message by processing the given information in such a way as to select the relevant data from which he/she will then extract correct data. Shares his/her understanding of a mathematical object or message by using the elements of mathematical and everyday language to formulate appropriate arguments. Summarizes the relevant information in a mathematical message appropriately. Produces a complete mathematical message consisting of correct, coherent, well-organized and clearly explained ideas. Sometimes makes minor errors pertaining to the rules and conventions of mathematical language. Validates the important parts of his/her mathematical message and rectifies it, if necessary. Chooses mathematical concepts and processes appropriate to the subject of the mathematical message to be produced. Uses one or more types of representations appropriate to the context of the mathematical message to be produced. Performs appropriate conversions between various types of representations to convey a mathematical message or express his/her ideas. Consults appropriate resources or sources of information, when necessary, to ensure that he/she understands a mathematical message, or to produce a mathematical message or improve its quality.

3

Acceptable competency development

Interprets a mathematical message by processing the given information in such a way as to select most of the relevant data from which he/she will then extract mostly correct data. Explains his/her understanding of a mathematical object or message by using everyday language and certain elements of mathematical language. Distinguishes between the everyday and mathematical meanings of most terms. Produces a mathematical message usually consisting of correct, coherent and organized ideas. Sometimes makes major errors pertaining to the rules and conventions of mathematical language. Validates certain parts of his/her mathematical message. Chooses most of the mathematical concepts and processes appropriate to the subject of the mathematical message to be produced. Uses one or more appropriate types of representations to convey a mathematical message or express his/her ideas, but sometimes has difficulty doing so. Consults few resources or sources of information to ensure that he/she understands a mathematical message, or to produce a mathematical message or improve its quality.

2

Partial competency development

Interprets a mathematical message by processing the given information in such a way as to select some relevant data from which he/she will then extract some correct data. Partially describes a mathematical object or message using everyday language and certain elements of mathematical language. Produces a mathematical message consisting of some correct ideas, but they are few and far between, and often makes major errors pertaining to the rules and conventions of mathematical language. Chooses some mathematical concepts and processes appropriate to the subject of the mathematical message to be produced. Often uses the same types of representations to convey a mathematical message or express his/her ideas. Hardly ever consults the resources or sources of information that are recommended to help him/her produce a mathematical message or improve its quality.

1

Minimal competency development

Interprets a mathematical message by processing the given information in such a way as to select data of little or no relevance and from which he/she will then extract inaccurate information. Describes what he/she understands about a mathematical object or message using everyday language. Uses everyday words that have no mathematical meaning. Produces a mathematical message consisting mostly of erroneous ideas, without any concern for the rules and conventions of mathematical language. Chooses mathematical concepts and processes that are not appropriate to the subject of the mathematical message to be produced. Uses inappropriate types of representations to convey a mathematical message or express his/her ideas.

Science and Technology

Competency 1: Seeks answers or solutions to scientific or technological problems

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program.

The situations offered should enable the student to do the following:

- *develop various methods for analyzing scientific or technological problems*
- *ask himself/herself questions and determine the answers through observation, hands-on activities, measurements, construction or experimentation, be it in a lab, in a workshop or in the real world*
- *use creativity in seeking answers or solutions*
- *use the concepts and strategies required for the inquiry process in science (experimental method, documentary search, exploration and observation in the field, etc.) or for the design process in technology*
- *use different types of reasoning to understand or explain his/her answers or solutions*

The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student at every step or during certain steps of the process. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency. In order to simplify a situation, the teacher may use a variety of strategies such as the following:

- *indicating, in whole or in part, which investigative approach to use*
- *providing a manufacturing process sheet*
- *omitting certain constraints*
- *identifying the important elements*
- *making sure that the phenomena under study can be observed by the senses*
- *assigning a task that resembles problems the students have solved in the past*
- *providing the tools for gathering data*
- *assigning a task that involves using simple techniques*

(See the Québec Education Program, pp. 233-235.)

Seeks answers or solutions to scientific or technological problems

5

Advanced competency development

Provides a clear and complete description of the problem to be solved. In developing a procedure or design solution, controls the variables that may influence the results. Clearly presents the steps in his/her procedure or design solution, making sure to specify the relationships between these steps. Organizes data using formats or processing methods that make this information easier to interpret. Proposes complete explanations or solutions and, if necessary, suggests improvements to his/her procedure, which can be justified on the basis of the results. Throughout the process, uses exact scientific or technological language that may go beyond the terminology related to the problem.

4

Thorough competency development

Selects the relevant information pertaining to the problem. Formulates well-founded hypotheses or feasible solutions that reflect the constraints and conditions associated with the problem. Takes into account various available resources in developing a procedure or design solution and plans each of the steps involved. In carrying out the procedure, records the elements needed to develop explanations or solutions, and makes any necessary adjustments. In a scientific activity, checks whether the hypothesis is consistent with the results. In a technological activity, ensures that the prototype meets the specifications. Proposes appropriate explanations or solutions that take into account results or tests and, if necessary, suggests appropriate adjustments to his/her procedure. Uses appropriate scientific or technological language throughout the process.

3

Acceptable competency development

Recognizes some of the scientific or technological information presented in the situation. Formulates a hypothesis or possible solution that takes into account some of the constraints associated with the problem. Plans some of the steps in his/her procedure or design solution. Works in a way that shows concern for own safety and that of other people. Indicates the approach used to gather data and shows that the outlined steps were followed. Proposes explanations or solutions that usually reflect results or tests. Uses basic scientific or technological language.

2

Partial competency development

Describes certain aspects of the problem or the technological need. Makes assumptions that are more or less related to the problem. Follows the steps associated with a given procedure or manufacturing process sheet. Describes some of the steps performed or certain aspects of the design solution. Presents the results and proposes explanations or solutions without checking whether they are related to the results or the problem.

1

Minimal competency development

Undertakes a series of actions without establishing a procedure. Copies out the details of the problem or specifications as they were presented. Depending on the available materials, carries out familiar hands-on activities, whether or not they are related to the problem to be solved. Merely lists some of the actions carried out. Presents the results without proposing explanations or solutions to the problem.

Science and Technology

Competency 2: Makes the most of his/her knowledge of science and technology

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program.

The situations offered should enable the student to do the following:

- *apply knowledge acquired in studying science and technology*
- *formulate questions that reveal the link between scientific and technological concepts, laws, models or theories*
- *propose explanations or solutions or make relevant and justified decisions and recognize the advantages and disadvantages of different possible solutions relating to social, environmental, economic and ethical issues*
- *attempt to understand, explain, describe and analyze natural phenomena so as to develop a clear representation of them (science)*
- *analyze technical objects according to the principles they involve and their interrelationships to determine their overall function, how they work, how they are made as well as their uses and repercussions (technology)*

The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance (oral or written) to the student at every step or during certain steps of the process. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency. In order to simplify a situation, teachers may use a variety of strategies such as the following:

- *identifying all important elements*
- *indicating, in whole or in part, which approach to use*
- *having students examine natural phenomena that require them to use their prior knowledge*
- *having students analyze technical objects that they are familiar with and that involve simple principles*

(See the Québec Education Program, pp. 236-237.)

Make the most of his/her knowledge of science and technology

5

Advanced competency development

Formulates a comprehensive set of questions, which sometimes includes additional related information, and that makes it possible to accurately describe a natural phenomenon or an ethical issue and its repercussions. Examines the materials or manufacturing processes used to make a technical object and recognizes, in certain cases, the operating principles of other technological applications. Proposes precise explanations or solutions including elements that are complementary to the key concepts associated with the situation. Provides a complete description of the overall function of a technical object, of how it works and of how it is made, putting the object into context and suggesting improvements. Supports his/her explanations or justifies his/her solutions by referring to relevant concepts, laws, theories or models, sometimes providing more in-depth information than the situation requires. Justifies his/her decisions, taking into account more than one point of view (historical, social, environmental, ethical, economic, etc.)

4

Thorough competency development

Formulates an appropriate set of questions that makes it possible to identify the essential aspects of a problem related to a natural phenomenon or an ethical issue and its repercussions. Examines the overall function of a technical object as well as how it works or how it is made. Proposes coherent explanations or solutions and establishes relevant connections among the key concepts associated with the situation. Provides a detailed description of the overall function of a technical object, of how it works and of how it is made. Justifies his/her explanations or solutions by referring to relevant concepts, laws, theories or models. Justifies his/her decisions, taking into account a valid point of view.

3

Acceptable competency development

Formulates an appropriate set of questions, but which lacks certain elements so that the essential aspects of the problem related to a natural phenomenon or an ethical issue are only partially laid out. Examines the overall function of a technical object or how it works. Uses scientific or technological concepts to establish connections with the situation, but does not elaborate. Proposes partial explanations or solutions referring to certain concepts, laws, theories and models. Provides a brief description of how a technical object works. Partially justifies his/her decisions from a questionable point of view.

2

Partial competency development

Formulates an inadequate set of questions that focuses on only one aspect of the situation. Identifies certain scientific or technological concepts or establishes connections among them that are more or less relevant. Examines certain operating principles of the technical object. Proposes explanations or solutions that are not very coherent, taking into account certain concepts or principles associated with the situation. Provides a justification for his/her explanations, solutions or decisions that is not very appropriate.

1

Minimal competency development

Formulates a set of questions that has no apparent connection to the situation. Copies out elements of the situation. Spontaneously attributes an inappropriate use to a technical object. Makes little or no connection between the scientific or technological concepts associated with the situation. Proposes explanations or solutions without referring to the relevant concepts or principles. Offers completely or mostly unfounded justifications to support his/her explanations, solutions and decisions.

Science and Technology

Competency 3: Communicates in the languages used in science and technology

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

The situations offered should enable the student to do the following:

- *interpret or produce scientific and technological messages*
- *understand the data and question the credibility of the sources used as well as the validity of his/her point of view or solution*
- *present information in a variety of ways, using proper scientific or technological vocabulary and observing related rules and conventions*
- *produce a clearly worded message adapted to the target audience*

Although the competency *Communicates in the languages used in science and technology* will, for the most part, be evaluated as students carry out complex tasks designed to assess competencies 1 and 2, teachers may also evaluate the development of this competency during debates, oral presentations, guided discussions or the creation of Web page texts, for example.

The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriately complex for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering some form of assistance to the student such as technical help. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency. In order to simplify a situation, the teacher may use a variety of strategies such as the following:

- *providing sources of information or making them easily accessible*
- *indicating which media to use*
- *making sure to clearly state, in whole or in part, the type of information that the students must provide*
- *providing a glossary of appropriate terms*
- *providing examples to help students structure their messages*

(See the Québec Education Program, pp. 238-239.)

Communicates in the languages used in science and technology

5

Advanced competency development

Systematically selects the elements needed to complete the task. Accurately decodes information in the message to be interpreted, particularly in texts, diagrams, tables and graphs. Cites relevant sources of information and justifies their credibility by referring to valid criteria. Expresses messages using everyday language in order to make them easier to understand and interpret. Carefully chooses vocabulary that may surpass expectations, while observing the rules and conventions for all types of representations. Chooses efficient tools to represent data in tables, graphs and diagrams.

4

Thorough competency development

Selects the main elements needed to complete a task. Decodes the most important elements of information in the message to be interpreted, particularly in diagrams, tables or graphs. Uses credible and easily identifiable sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and clearly communicates it. Uses proper vocabulary in accordance with the rules and conventions for all types of representations. Chooses appropriate tools to represent data in tables, graphs or diagrams.

3

Acceptable competency development

Selects certain elements needed to complete a task. Correctly decodes certain relevant information in the message to be interpreted. Cites certain sources of information of variable credibility. Organizes the elements of his/her message more or less correctly and partially adapts the message to the target audience. For the simpler concepts, uses proper vocabulary and observes certain rules and conventions for the types of representations used. In certain cases, chooses appropriate tools to represent data in tables, graphs or diagrams.

2

Partial competency development

Identifies elements that are somewhat relevant to the completion of the task and writes them down. Recognizes little information in the message to be interpreted. Cites sources of information of questionable credibility. Present the elements of his/her message one after the other without adapting it to the target audience. Uses basic vocabulary or visual aids that are not very appropriate for the target audience. Makes major errors regarding the rules and conventions for the types of representations used. Chooses tools that are not very appropriate for representing data in tables, graphs or diagrams.

1

Minimal competency development

Identifies elements without taking their relevancy into consideration. Does not cite the sources of information consulted. Presents an insufficient number of random elements resulting in an incomprehensible message. Uses inadequate vocabulary, visual aids or types or representations without taking into account the related rules and conventions. Chooses tools that are inappropriate for representing data in tables, graphs or diagrams.

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

SOCIAL SCIENCES

Geography

History and Citizenship Education



Geography

Competency I: Understands the organization of a territory

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that introduce a problem to be solved and that draw on all aspects of the competency, if not on more than one competency.

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *work with information relating to the problem at hand*
- *produce a piece of work (e.g. written work, oral presentation) that addresses the problem*

(See the Québec Education Program, pp. 266-267.)

Understands the organization of a territory

5

Advanced competency development

Identifies relevant information in sources other than those provided by the teacher. Identifies external influences on the organization of a territory, using different scales of analysis. Illustrates his/her work with a map showing the organization of a territory in detail. Suggests ways of improving his/her research methods and work.

4

Thorough competency development

Identifies the dominant axes of the organization of a territory. Makes a connection between human actions and the characteristics of territorial organization. Organizes information, using appropriate tools (e.g. graphic organizers, tables). Makes appropriate use of concepts related to the organization of a territory. Focuses on the most important information gathered and reformulates it to address the problem set. Produces work that addresses the problem set and that presents information in a coherent fashion. Identifies reasons for his/her successes and difficulties.

3

Acceptable competency development

Uses reference works (e.g. atlases, dictionaries) to do research. Identifies information relevant to the organization of a territory. Associates landscapes with the organization of a territory. Draws a geographic sketch of a landscape. Identifies characteristics of the organization of a territory. Identifies the reasons underlying human actions with regard to the organization of a territory. Uses more than one scale of analysis to highlight new phenomena about the organization of a territory. Organizes information in tables, lists and diagrams. Uses concepts related to the organization of a territory. Produces work that partially addresses the problem set. Illustrates his/her work with a simple map showing some aspects of the organization of a territory. Recognizes the strengths of his/her research methods and work as well as the challenges to be met.

2

Partial competency development

In the course of his/her research, examines a variety of documents on the organization of a territory. Identifies some information that is relevant to the organization of a territory. Uses the elements of a map (e.g. title, scale, orientation, legend). Locates geographic elements on maps, using reference points. Identifies on maps the characteristics of a type of territory (e.g. urban, regional, agricultural, Native, protected). Produces work that does not address the problem set, but that sometimes presents information in a coherent fashion. Lists actions taken in carrying out his/her research and producing work.

1

Minimal competency development

In the course of his/her research, skims a variety of documents on the organization of a territory (e.g. texts, maps, diagrams, tables, illustrated documents). Identifies very little information that is relevant to the organization of a territory. Identifies signs of human activity in landscapes. Identifies geographic elements on maps. Uses a single scale of analysis (e.g. local, regional, national or international; short term or long term). Produces work that does not address the problem set and that presents information in a disorganized fashion.

Geography

Competency 2: Interprets a territorial issue

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that introduce a problem to be solved and that draw on all aspects of the competency, if not on more than one competency.

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *work with information relating to the problem at hand*
- *produce a piece of work (e.g. written work, oral presentation) that addresses the problem*

(See the Québec Education Program, pp. 268-269.)

Interprets a territorial issue

5

Advanced competency development

Identifies relevant information in sources other than those provided by the teacher. Establishes the role that natural and human factors of the past play in a contemporary issue. Identifies the losses (opportunity costs) associated with the proposals of the groups involved with an issue. Suggests ways of improving his/her research methods and work.

4

Thorough competency development

Identifies the values underlying the proposals of the groups involved. Considers the collective interest in handling an issue. Organizes information, using appropriate tools (e.g. graphic organizers, tables). Makes appropriate use of concepts related to an issue. Focuses on the most important information gathered and reformulates it to address the problem set. Produces work that addresses the problem and that presents information in a coherent fashion. Defends his/her opinion, taking into account the repercussions on the territory of the proposals made by the groups involved. Identifies reasons for his/her successes and difficulties.

3

Acceptable competency development

Uses reference works (e.g. atlases, dictionaries) to do research. Identifies information that is relevant to an issue. Establishes the role that natural and human factors of the present play in an issue. Identifies the places associated with an issue (e.g. zone, neighbourhood). Identifies the motives of the groups involved with an issue. Identifies the compromises proposed by the groups involved with an issue. Identifies the strengths and weaknesses of the proposals made by the groups involved with an issue. Uses more than one scale of analysis. Organizes the information in tables, lists and diagrams. Relates the elements of an issue (the groups, motives, proposals, compromises, natural and human factors, places). Uses concepts related to an issue. Produces work that partially addresses the problem set. Defends his/her opinion of the proposals made by the groups involved with an issue. Recognizes the strengths of his/her research methods and work as well as the challenges to be met.

2

Partial competency development

In the course of his/her research, examines a variety of documents on an issue. Identifies some information that is relevant to an issue. Identifies the proposals of the groups involved with an issue. Identifies natural and human factors associated with an issue. Produces work that does not address the problem set, but that sometimes presents information in a coherent fashion. Takes a position without defending the proposals of the groups involved with an issue. Lists actions taken in carrying out his/her research and producing work.

1

Minimal competency development

In the course of his/her research, skims a variety of documents on an issue (e.g. texts, maps, diagrams, tables, illustrated documents). Identifies very little information that is relevant to an issue. Identifies the groups involved with an issue. Locates on a map the territory in which an issue arises. Uses a single scale of analysis (e.g. local, regional, national or international; short term or long term). Produces work that does not address the problem set and that presents information in a disorganized fashion.

Geography

Competency 3: Constructs his/her consciousness of global citizenship

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that introduce a problem to be solved and that draw on all aspects of the competency, if not on more than one competency.

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *work with information relating to the problem at hand*
- *produce a piece of work (e.g. written work, oral presentation) that addresses the problem*

(See the Québec Education Program, pp. 270-271.)

Constructs his/her consciousness of global citizenship

5

Advanced competency development

Identifies relevant information in sources other than those provided by the teacher. Identifies the repercussions of human actions aimed at solving global problems associated with a geographic phenomenon. Defends his/her opinion, taking into account the importance of concerted action for solving global problems. Suggests ways of improving his/her research methods and work.

4

Thorough competency development

Identifies the establishment of networks and movements among territories. Identifies solutions proposed in different parts of the world that promote sustainable development on a global scale. Organizes information, using appropriate tools (e.g. graphic organizers, tables). Makes appropriate use of concepts related to a geographic phenomenon that occurs on a global scale. Focuses on the most important information gathered and reformulates it to address the problem set. Produces work that addresses the problem and presents information in a coherent fashion. Defends his/her opinion of the possible effectiveness of the solutions proposed in terms of sustainable development. Identifies reasons for his/her successes and difficulties.

3

Acceptable competency development

Uses reference works (e.g. atlases, dictionaries) to do research. Identifies information relevant to a geographic phenomenon that occurs on a global scale. Identifies instances of inequality among territories with reference to the same geographic phenomenon. Associates human actions with values, attitudes and behaviour that characterize different ways of life. Identifies the repercussions that human actions have on territories around the world. Identifies the strengths and weaknesses of the solutions proposed to problems arising in different territories. Describes the role of institutions and organizations that have a global influence. Identifies human actions that contribute to solving problems arising in different territories. Relates the elements of a geographic phenomenon that occurs on a global scale. Uses more than one scale of analysis. Organizes the information in tables, lists and diagrams. Uses concepts related to a geographic phenomenon that occurs on a global scale. Produces work that partially addresses the problem set. Defends his/her opinion of the proposed solutions. Recognizes the strengths of his/her research methods and work as well as the challenges to be met.

2

Partial competency development

In the course of his/her research, examines a variety of documents about a geographic phenomenon that occurs on a global scale. Identifies a few pieces of information that are relevant to a geographic phenomenon that occurs on a global scale. Identifies institutions or organizations that exert a global influence. Identifies the characteristics of a geographic phenomenon according to the territories in which it occurs. Produces work that does not address the problem set, but that sometimes presents information in a coherent fashion. Takes a position without defending the proposed solutions to global problems. Lists actions taken in carrying out his/her research and producing work.

1

Minimal competency development

In the course of his/her research, skims a variety of documents about a geographic phenomenon that occurs on a global scale (e.g. texts, maps, diagrams, tables, illustrated documents). Identifies very little information that is relevant to a geographic phenomenon that occurs on a global scale. On a world map, locates places in which a geographic phenomenon occurs. Uses a single scale of analysis (local, regional, national or international; short term or long term). Produces work that does not address the problem set and that presents information in a disorganized fashion.

History and Citizenship Education

Competency 1: Examines social phenomena from a historical perspective

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. They must present students with a variety of situations “necessitating the simultaneous utilization of the three competencies in the program.”

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *find information in order to interpret social phenomena of the past*
- *find information about social phenomena of the present in order to relate the past to the present*

(See the Québec Education Program, pp. 302-303.)

Examines social phenomena from a historical perspective

5

Advanced competency development

Finds relevant information in sources other than those provided by the teacher. Distinguishes fact from opinion in the literature. Indicates long-term consequences of a social phenomenon of the past in order to interpret the phenomenon. Suggests ways of improving his/her research process.

4

Thorough competency development

Makes appropriate use of concepts related to social phenomena of the present and the past in the course of his/her research. Finds relevant information about aspects of social phenomena of the present and past. Mentions the origin of a social phenomenon of the present and the origin of a social phenomenon of the past. Describes beliefs and attitudes of a society of the past in order to interpret that society. Mentions the role of individuals in public institutions in a contemporary society and a society of the past in order to establish a link between the present and the past. Identifies the reasons for his/her achievements and weaknesses.

3

Acceptable competency development

Uses reference tools (e.g.: atlases, dictionaries) in the course of his/her research. Finds relevant information about some of the (cultural, economic, political, territorial and social) aspects of social phenomena of the present and past. Uses concepts related to social phenomena of the present and the past throughout the research process. Indicates immediate consequences of a social phenomenon of the past and elements of comparison between two societies in the same period in order to interpret it. Mentions the role of public institutions and the rights and responsibilities of individuals in a contemporary society and in a society of the past in order to establish a link between the present and the past. Identifies achievements and ongoing difficulties in his/her research process.

2

Partial competency development

In the course of his/her research, examines a variety of documents dealing with social phenomena of the present and the past. Identifies some relevant information about social phenomena of the present and the past. Describes actions carried out by some of the actors and some of the causes of a social phenomenon of the past in order to interpret it. Mentions actions carried out by actors in a contemporary society and places or contexts associated with democratic life (e.g.: media, meetings, demonstrations) in a contemporary society and in a society of the past in order to establish a link between the present and the past. Lists actions taken to produce his/her work.

1

Minimal competency development

In the course of his/her research, skims a variety of documents dealing with social phenomena of the present and the past (e.g.: texts, maps, diagrams, tables, illustrated documents, time lines). Finds very little relevant information about social phenomena of the present and the past. Identifies actors and locates territories associated with a social phenomenon of the past in order to interpret the phenomenon. Mentions public institutions and values characteristic of contemporary society and a society of the past in order to establish a link between the present and the past.

History and Citizenship Education

Competency 2: Interprets social phenomena using the historical method

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. They must present students with a variety of situations “necessitating the simultaneous utilization of the three competencies in the program.”

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *process information related to a question posed by the teacher*
- *formulate a hypothesis (tentative explanation)*
- *produce a piece of work (e.g.: an essay or an oral presentation) that answers the teacher’s question*

(See the Québec Education Program, pp. 304-305.)

Interprets social phenomena using the historical method

5

Advanced competency development

Produces a piece of work in which relevant information comes from sources other than those provided by the teacher. Argues on the basis of facts rather than opinions. Takes into account, in his/her work, the long-term consequences of the social phenomenon of the past. Suggests ways of improving his/her research methods.

4

Thorough competency development

Uses appropriate tools to organize information (e.g. graphic organizers, tables). Bases his/her interpretation of a social phenomenon on the essential points of the information gathered and reformulates them to answer the teacher's question. Produces a piece of work that answers the question posed by the teacher and presents the facts coherently. Makes appropriate use, in his/her work, of concepts related to a social phenomenon of the past. Takes into account the various aspects of society, the origin, circumstances and factors that explain a social phenomenon of the past in his/her work. Identifies the reasons for his/her achievements and difficulties.

3

Acceptable competency development

Formulates a hypothesis (a tentative explanation) concerning the question posed by the teacher. Organizes information in tables, lists and charts. Uses most of the relevant information on a social phenomenon of the past in his/her work. Produces a piece of work that partly answers the question posed by the teacher. Uses concepts related to a social phenomenon of the past in his/her work. Takes into account, in his/her work, differences and similarities between two societies in the same period, the spatiotemporal framework, immediate consequences and some aspects (cultural, economic, political, territorial and social) of a social phenomenon of the past. Identifies his/her achievements and some ongoing difficulties.

2

Partial competency development

Formulates a hypothesis (a tentative explanation) that is not relevant to the question posed by the teacher. Constructs a time line. Uses some of the relevant information about a social phenomenon of the past in his/her work. Produces a piece of work that does not answer the question posed by the teacher, but sometimes presents the facts coherently. Takes into account, in his/her work, actions carried out by some of the actors and some of the causes of a social phenomenon of the past. Lists some of the actions taken to produce his/her work.

1

Minimal competency development

Places facts provided by the teacher about a social phenomenon in chronological order on a time line. Uses very little relevant information about a social phenomenon of the past in his/her work. Produces a piece of work that does not answer the question posed by the teacher and that presents the facts incoherently. Identifies actors and mentions territories associated with a social phenomenon of the past in his/her work.

History and Citizenship Education

Competency 3: Constructs his/her consciousness of citizenship through the study of history

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. They must present students with a variety of situations “necessitating the simultaneous utilization of the three competencies in the program.”

The situations offered should enable the student to do the following:

- *consult a variety of documents*
- *process information*
- *establish a link between past and present*
- *consider the factors that govern social participation*
- *recognize elements of shared identity*
- *produce a piece of work*

(See the Québec Education Program, pp. 306-307.)

Constructs his/her consciousness of citizenship through the study of history

5

Advanced competency development

Identifies elements of change and elements of continuity in information that comes from sources other than those provided by the teacher regarding actions, values, public institutions, places or contexts associated with democratic life and rights and responsibilities in a contemporary society and a society of the past. Compares values that are part of his/her social identity with those of Québec society in order to determine elements of shared identity. Identifies obstacles to social participation in contemporary society. Suggests ways of improving his/her work.

4

Thorough competency development

Makes appropriate use of concepts related to social phenomena of the present and the past. Based on the question posed by the teacher, takes into account the most important information regarding actions, values, public institutions, places or contexts associated with democratic life and rights and responsibilities in a contemporary society and a society of the past. Identifies elements of change and continuity in the information they have selected. Produces a piece of work that answers the question posed by the teacher. Identifies his/her achievements and ongoing difficulties.

3

Acceptable competency development

Uses concepts related to social phenomena of the present and the past. Based on the question posed by the teacher, takes into account most of the information regarding actions, values, public institutions, places or contexts associated with democratic life and rights and responsibilities in a contemporary society and a society of the past. Identifies some elements of change and continuity in the information he/she has selected. Produces a piece of work that partly answers the question posed by the teacher. Identifies actions that have brought about change. Identifies democratic values that are part of his/her social identity. Identifies opportunities for social participation in a contemporary society. Identifies achievements and ongoing difficulties in his/her work.

2

Partial competency development

Based on the question posed by the teacher, takes into account some information regarding actions, values, public institutions, places or contexts associated with democratic life and rights and responsibilities in a contemporary society and a society of the past. Produces a piece of work that does not answer the question posed by the teacher. Indicates whether values characteristic of a contemporary society and a society of the past are democratic or not. Indicates types of action (e.g.: individual, collective, political, economic, media-related, democratic, legal) that are possible to exercise in a contemporary society. Lists some of the actions taken to produce his/her work.

1

Minimal competency development

Based on the question posed by the teacher, takes into account very little information regarding actions, values, public institutions, places or contexts associated with democratic life and rights and responsibilities in a contemporary society and a society of the past. Produces a piece of work that does not answer the question posed by the teacher.

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

ARTS EDUCATION

Drama

Visual Arts

Dance

Music



Drama

Competency 1: Creates dramatic works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of creation situations that enable them to demonstrate their competency in creating dramatic works*, in accordance with the requirements of the Québec Education Program.

The creation situations offered should enable the student to do the following:

- *make use of various stimuli for creation, using improvisation and dramatic writing*
- *explore elements of theatricality appropriate to his/her communicative purpose*
- *work in interaction with classmates and sometimes individually*
- *use various material resources: visual, auditory, textual and digital*

(See the Québec Education Program, pp. 346-347.)

* The term work is used in a broad sense to mean both the work of a student and that of an author or a creator.

Creates dramatic works

5

Advanced competency development

Plans the steps of the creative work to be accomplished at the start of the process (schedule). Works with different dramatic genres and clarifies his/her texts by inserting stage directions. Actively stimulates the group during creative work and suggests different ways to explore the same dramatic situation. Takes initiative in playing a created character in different ways and adjusts his/her gestures according to the physical and psychological traits of the character. Suggests various approaches to stage direction and develops a set design appropriate to his/her creations. Justifies his/her creative choices (performance, writing, direction, set design) and identifies the learning accomplished during his/her creative work.

4

Thorough competency development

Suggests various ideas, selects the most relevant to invest in his/her creative activity and plans the steps of his/her creative work using a recording tool. Improvises to try out his/her creative ideas and works on blocking during the first draft. Includes indications of the three dimensions of performance in the dramatic scene (time, place and action) and writes his/her text taking into account the main features of a character. Experiments with sequences to test the coherence of the creative work. Develops his/her directing skills and invents believable characters, taking into account dramatic situations. Identifies the strengths and weaknesses of his/her creation and asks pertinent questions in order to improve it. Receives criticism positively and takes it into account in revising his/her creation. Uses subject-specific vocabulary to report on his/her creative experience.

3

Acceptable competency development

Reformulates the essential elements of the stimulus for creation. Organizes his/her creation (beginning, middle, end) and improvises within the basic story outline. Uses the performance space designated for his/her creation and organizes the stage area according to the decisions of the group. Presents characters related to the stimulus for creation and emphasizes their principal characteristics in his/her performance. Uses the resources available to him/her, assembles the required materials and furthers the creative process by adding costumes and props. Incorporates into his/her performance the techniques learned in class and observes the basic conventions of performance established by the group for the dramatic creation. Cooperates with the group by carrying out expected tasks and completing his/her project.

2

Partial competency development

Makes a synopsis of his/her creative project and checks it with the teacher. Submits several ideas related to his/her project and begins to carry it out when ways to proceed are suggested to him/her. Follows the required blocking and uses everyday gestures in producing his/her creation. Modifies an aspect of a character or an element of the performance convention with the help of the teacher. Generally speaks his/her lines on cue during the performance.

1

Minimal competency development

Carries out the required tasks when his/her classmates or the teacher explain the work to be done. Finds several features of his/her character with the help of the teacher. Continues to work on his/her creation and adds an ending with the support of the teacher.

Drama

Competency 2: Performs dramatic works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of performance situations that enable them to demonstrate their competency in performing dramatic works, in accordance with the requirements of the Québec Education Program.

The performance situations offered should enable the student to do the following:

- *explore a repertoire drawn from various historical periods and cultures, as well as the creations of his/her classmates*
- *explore various styles and genres, based on the audience involved*
- *work in interaction with classmates and sometimes individually*
- *use various material resources: visual, auditory, textual and digital*

(See the Québec Education Program, pp. 348-349.)

Performs dramatic works

5

Advanced competency development

Plans the steps of the performance process and develops stimuli for set design and stage direction. Directs the work of a small group. Explores and varies his/her performance of a given type of character and portrays it accurately. Describes the steps of the performance process and identifies the learning acquired during the artistic work. Explains his/her performance choices and problem-solving strategies.

4

Thorough competency development

Identifies the motivation of a character and the nature of the social environment in a script for the purpose of performance. Explores a set of gestures and brings out the features of a character in his/her performance. Organizes the performance area by adding relevant elements of scenery. Develops the performance based on his/her ideas and those of others and actively stimulates the team with his/her participation. Adjusts his/her performance based on suggested improvements and uses the conventions of performance specified in the stage direction. Speaks his/her lines in a natural way, stays focused and demonstrates stage presence. Recognizes strengths and weaknesses in his/her performance, asks relevant questions to improve it and formulates constructive comments.

3

Acceptable competency development

Summarizes the dramatic action, describes the main features of the character to be played and chooses a costume appropriate to the character. Takes into account the stage directions in the script, as agreed upon, and makes use of the performance conventions set by the director. Incorporates the costumes and props into his/her performance and uses the space and resources made available to him/her. Speaks his/her lines clearly and on cue. Makes eye contact with his/her performance partners and maintains concentration when breaking off is signalled to him/her. Asks questions about the quality of his/her performance and perseveres in spite of difficulties encountered. Accepts criticism in a positive way and uses the principal terms of drama vocabulary to communicate with his/her classmates.

2

Partial competency development

Identifies the acts, scenes and tableaux to be performed in the script. Describes the connections between different characters in the play. Does exploration activities, listens to others express their ideas and imitates the suggested manner of playing a character. Explores aspects of his/her characters, with help from others, and tries out basic stage movements. Uses the basic conventions of performance (entrances, exits) and maintains an appropriate bearing on stage. Works with the team and adopts a respectful attitude toward his/her classmates.

1

Minimal competency development

Carries out the tasks with constant help from others. Plays holding the script, underlines his/her lines and reads aloud the lines to be performed. Performs mainly as an extra, wearing an appropriate costume and using the materials assigned to him/her, as necessary. When standing in the wings, pays attention to what is happening on stage and observes the general rules of behaviour.

Drama

Competency 3: Appreciates dramatic works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dramatic works, in accordance with the requirements of the Québec Education Program.

The appreciation situations offered should enable the student to do the following:

- *take part in activities to observe dramatic works, including productions of his/her classmates and theatrical performances*
- *gain exposure to a varied theatrical repertoire*
- *refer to a cultural experience and to visual, auditory and digital documentation*
- *compare his/her observation experiences with those of his/her classmates*
- *communicate his/her appreciation orally or in writing*

(See the Québec Education Program, pp. 350-351.)

Appreciates dramatic works

5

Advanced competency development

Identifies what propels action and suggests observation criteria for appreciating a work. Points out the main sociocultural aspects and identifies some elements of the historical context of a work. Uses the results of his/her documentary research to enrich his/her appreciation. Illustrates his/her statements with concrete examples, wonders about the artistic choices made and asks questions that provoke discussion about a work. Identifies the learning acquired during his/her appreciation experience.

4

Thorough competency development

Brings out the characteristics of the actors' performance, describes the use of the stage area and identifies the performance conventions set by the direction. Makes connections between what he/she felt and the expressive elements of the work. Points out the similarities between concepts learned in class and aspects of a work. Discusses with classmates what he/she felt during the presentations and revises his/her communication based on this discussion. Communicates his/her appreciation using subject-specific vocabulary and the rules of writing and communication. Describes the important moments in his/her appreciation experience.

3

Acceptable competency development

Relies mainly on the observation strategies suggested by the teacher. Notes the basic performance conventions, points out clichés and identifies the elements of the performance area. Summarizes the dramatic action and describes what he/she felt during the performance. Constructs his/her appreciation based on documentation made available to him/her and formulates it taking into account the selected criteria. Comments on the characters and expresses his/her opinion on the visual and auditory elements selected for the performance. Perseveres in spite of difficulties encountered during his/her appreciation experience.

2

Partial competency development

Identifies the visual and auditory effects that impressed him/her during the performance and points out one of the social aspects of the character (rich or poor, etc.). With the help of the teacher, consults documentary resources made available to him/her. Expresses a brief opinion on the performance. Modifies his/her opinion according to the clarifications expressed by classmates or the teacher.

1

Minimal competency development

Identifies elements of the set design and the performance conventions, with the help of the teacher. Makes a report with the support of the teacher. Briefly expresses his/her appreciation and shares his/her appreciation experience.

Visual Arts

Competency 1: Creates personal images

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of creation situations that enable them to demonstrate their competency in creating personal images, in accordance with the requirements of the Québec Education Program.

The creation situations offered should enable the student to do the following:

- *make use of various stimuli for creation, taking into account his/her graphic and artistic development*
- *transform materials using his/her memory, observation and inventiveness*
- *create his/her images having access to both traditional and digital materials and tools*
- *enrich his/her images by drawing on varied documentary resources*

(See the Québec Education Program, pp. 366-367.)

Creates personal images

5

Advanced competency development

Draws inspiration from artistic resources and cultural events to develop his/her ideas. Keeps and consults records of his/her ideas and experiments with a recording tool. In creations, uses unusual elements and means of working with materials (transforming gestures). Justifies the use of elements of visual arts language and the organization of image components by making connections with his/her creative intention. Applies his/her learning in other contexts and proposes alternative solutions in unforeseen situations.

4

Thorough competency development

Uses several different resources to search for ideas. Explores ways of working with materials and tools, chooses appropriate gestures and applies experimentation in creative projects. Uses a variety of textures and motifs and exploits the properties of colour to nuance the elements represented. Highlights the main elements of his/her creation and deals with the elements of visual arts language and spatial organization in an authentic manner. Revises personal choices, perseveres in his/her process and uses criticism received to improve creations. Explains the meaning of his/her creation and justifies his/her strategies with a recording tool.

3

Acceptable competency development

Takes into account the stimulus for creation, uses documents suggested as resources and discusses with his/her classmates to find ideas. Makes a sketch of a creative project and organizes his/her personal work environment. Experiments with ways of working materials (transforming gestures) and with the different uses of materials. Uses enumeration, juxtaposition or superimposition, as well as perspective using vanishing points or overlapping to organize and represent space. Selects appropriate materials and tools and carries through a project. Describes the steps used in a personal creation with the help of the principal terms of visual arts vocabulary and accepts criticism from classmates in a positive way.

2

Partial competency development

Obtains information from classmates and the teacher about the task to be accomplished and assembles the material necessary to carry it out. Produces images based on several familiar elements related to the stimulus for creation. Uses simple gestures and familiar materials to carry out a project. Organizes space by means of simple concepts (enumeration, juxtaposition or superimposition).

1

Minimal competency development

Sketches out personal creations based on the first creative idea. Produces an image with the help of classmates and the teacher. Uses the colours provided as given, applies the colour with flat brushstrokes and organizes space impulsively, incorporating few elements.

Visual Arts

Competency 2: Creates media images

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of creation situations that enable them to demonstrate their competency in creating media images, in accordance with the requirements of the Québec Education Program.

The creation situations offered should enable the student to do the following:

- *make use of various stimuli for media creation, taking into account the function of the message (to inform, persuade, entertain)*
- *transform materials using his/her memory, observation and inventiveness*
- *create his/her images having access to both traditional and digital materials and tools*
- *take into account visual codes to enhance the effectiveness of the message*
- *enrich his/her images by drawing on varied documentary resources*

(See the Québec Education Program, pp. 368-369.)

Creates media images

5

Advanced competency development

Develops his/her ideas autonomously, consulting various resources. Gathers relevant information to focus the message to be conveyed and plans his/her creative intention regarding media images. Suggests various possibilities for organizing space and refines the methods for using materials (transforming gestures). Explains his/her choices of visual codes, symbols, forms and colours in accordance with the characteristics of the target audience and the message to be conveyed. Applies his/her learning in other contexts and proposes alternative solutions in unforeseen situations.

4

Thorough competency development

Promptly identifies the characteristics of the target audience and selects the appropriate function of the media message (to inform, persuade, entertain). Consults various resources to research ideas and adapts them for his/her media creation. Selects visual codes and organizes the image components to communicate a clear, unambiguous message. His or her creation uses elements of visual arts language in a personal way and takes into account the target audience. Explores various possibilities for using materials, tools and the properties of colours, and organizes space differently from one creation to another. Identifies improvements to be made to his/her creation and revises his/her choices during creation, taking into account the criticism received.

3

Acceptable competency development

Does research, primarily using resources suggested by the teacher, and talks with classmates to generate ideas. Records his/her ideas and makes a sketch of the media creation he/she wishes to develop. Uses enumeration, juxtaposition or superimposition to organize space. Uses methods previously explored to work with materials (transforming gestures) and produce colours from mixes. Produces his/her media image using the suggested procedure and completes his/her project. Identifies the successful elements of his/her media creation using the principal terms from the subject-specific vocabulary.

2

Partial competency development

Asks questions to clarify the task and prepares the material necessary for the production. Uses his/her recording tool as suggested by the teacher. Tries out gestures using the materials provided. Transmits a simple message in his/her media creation using the visual codes suggested by the teacher. Creates his/her media image using simple gestures and familiar materials to express his/her ideas.

1

Minimal competency development

Sketches his/her creation using familiar visual codes, identifies a target audience and produces his/her image with the help of the teacher. Performs basic gestures using the suggested materials and inserts proposed media elements into the image.

Visual Arts

Competency 3: *Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images*

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating works of art and cultural objects from the world's artistic heritage, personal images and media images, in accordance with the requirements of the Québec Education Program.

The appreciation situations offered should enable the student to do the following:

- *take part in activities to observe artistic creations, including those of his/her classmates*
- *be exposed to a varied visual repertoire*
- *refer to a cultural experience and visual or digital documentary resources*
- *compare his/her observations with those of classmates*
- *communicate his/her appreciation orally or in writing*

(See the Québec Education Program, p. 370-371.)

Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images

5

Advanced competency development

Identifies and explains expressive elements observed in an artistic creation. Notes the main features of a work, pointing out historical and sociocultural aspects. Makes connections between an artistic creation and works or objects from the world's cultural heritage observed previously. Proposes observation criteria for appreciation and asks questions that stimulate discussion with classmates. Takes advantage of his/her documentary research to enrich his/her appreciation. Justifies his/her appreciation of the work or creation with arguments that take into account its components. Identifies learning acquired during the appreciation experience.

4

Thorough competency development

Describes the techniques and elements of visual arts language used, as well as the characteristics of an artistic creation observed. Identifies similarities between elements of content encountered in class and aspects of the work. Makes connections between his/her cultural references and elements observed in an artistic creation, pointing out the characteristics of different styles. Identifies elements that foster the effectiveness of a media message with its target audience. Revises his/her communication after discussion with classmates. Communicates his/her appreciation using subject-specific vocabulary and the rules of writing and communication. Describes important moments in his/her appreciation experience.

3

Acceptable competency development

Uses observation strategies suggested by the teacher and consults documentary resources provided. Indicates whether the artistic work is historical or contemporary and reports on the emotional effect he/she felt observing an element of the work. Looking at a reproduction, names the technique used by the artist (drawing, painting, collage, modeling, etc.) and recognizes simple concepts of spatial organization (enumeration, juxtaposition, overlapping). Recognizes a media image among several works and identifies the message and some of the visual codes present in the image. Formulates his/her appreciation taking into account the criteria selected, and notices similarities and differences between his/her appreciation and that of others.

2

Partial competency development

Asks questions in order to understand the appreciation task and expresses briefly the effect he/she felt while observing a work. Identifies the forms, lines, colours, textures and motifs present in the work. Sketches out a little "story" using elements present in the work. Comments on what he/she knows about the artistic creation and communicates with the help of the teacher. Communicates his/her appreciation succinctly taking into account a criterion suggested by the teacher, and recounts a meaningful aspect of his/her experience.

1

Minimal competency development

With the help of the teacher, identifies elements present in an artistic creation, noting the principal forms and colours of the work observed. Records general observations made by his/her classmates and points out one particular aspect of his/her appreciation experience.

Dance

Competency 1: Creates dances

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of creation situations that enable them to demonstrate their competency in creating dances, in accordance with the requirements of the Québec Education Program.

The creation situations offered should enable the student to do the following:

- *make use of various stimuli for creation*
- *carry out various free or structured improvisation experiments or composition experiments*
- *work individually or in interaction with classmates (in small groups or with a partner)*
- *enrich his/her creations by drawing on varied documentary or artistic resources*

(See the Québec Education Program, pp. 386-387.)

Creates dances

5

Advanced competency development

Proposes an innovative creative project and consults various sources to inspire his/her creation. Uses symbolic images to translate ideas into movement. Employs elements of dance language in a novel way and uses improvisation to develop a personal repertoire of gestures. Furthers the progress of his/her creations by adding carefully chosen movements. Uses various composition procedures and actively stimulates the team by taking on different roles (e.g. rehearsal coach, choreographer, notator, etc.). Corrects and justifies his/her choreographic choices to improve the creative project.

4

Thorough competency development

Discusses his/her choreographic ideas with classmates and asks relevant questions to clarify them. Suggests ways of developing his/her ideas and those of classmates. Records the ideas explored during the creative process and applies experimentation in new creative contexts. Explores and modifies movements in different ways to avoid stereotypes and identifies the strong points of his/her explorations. Finds solutions to unforeseen problems and manages available time, taking into account the different steps of his/her creation. Uses technical skills to improve his/her creations and selects appropriate choreographic structures to produce them. Takes into account constructive criticism and suggests improvements for personal and collective creations.

3

Acceptable competency development

Makes a sketch of his/her creative project and records the main actions produced. Becomes physically involved in the search for movements and makes use of improvisation in exploratory workshops. Selects elements of set design and gathers the material required for the creative work (e.g. objects, costumes, music, props, etc.). Uses simple elements of dance language (e.g. forms, basic movements, directions, simple rhythms, etc.) and choreographic structures that have already been tried out—structures with a beginning, development and ending. Makes an effort to improve the quality of his/her creation and finishes the project. Agrees with other people's ideas by carrying out the task assigned to him/her by the group. Uses the principal terms of dance vocabulary to communicate.

2

Partial competency development

Retains some elements of the stimulus for creation and sketches out his/her dance based on the first idea encountered. Produces his/her creation by inventing movements from a musical source, miming gestures and putting them together in a sequence. Uses mainly the extremities of the body, levels (high, middle, low) and simple spatial actions (e.g. coming together, moving apart, etc.) to create movement. Looks for approval or asks for help from classmates or the teacher in order to continue with his/her creative work. Presents his/her creations to an audience of classmates at different points in the process.

1

Minimal competency development

Plays a limited role within the group. Selects an initial position and a final position for his/her creation. Invents a phrase of at least three movements by reproducing stereotyped movements and imitating those observed in class. Applies the same movements from one creation to another. Observes the creative work of his/her classmates.

Dance

Competency 2: Performs dances

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of performance situations that enable them to demonstrate their competency in performing dances, in accordance with the requirements of the Québec Education Program.

The performance situations offered should enable the student to do the following:

- *perform his/her creations, those of classmates and the teacher, as well as excerpts from dances from a large repertoire of works of various styles and genres*
- *take into consideration various parameters (performance area, stage area, various supports, information and communications technologies)*
- *work in a small group, with a partner, and occasionally in a large group*
- *use various documentary and artistic resources, and occasionally the cultural resources available in the community*

(See the Québec Education Program, pp. 388-389.)

Performs dances

5

Advanced competency development

Proposes a solution to overcome a technical problem identified in a sequence and demonstrates leadership during the performance. Uses the space to maximum effect during movements. Adjusts the energy of movements to the expressive character of dance and improvises when faced with an unforeseen problem during a dance performance. Rapidly adjusts his/her performance to choreographic and set-design changes. Shares the internal images he/she associates with dance movements and describes the improvements made to a dance performance.

4

Thorough competency development

Rehearses a dance autonomously and detects his/her errors in sequencing. Demonstrates a strong physical presence and executes movements according to the required duration, span and weight transfer. Sustains the appropriate focuses for the entire duration of the dance. Executes transitions fluidly, maintains the necessary interaction during a dance with a partner and handles performance props easily. Brings out the expressive nature of the dance and remains concentrated on the performance in spite of unforeseen problems. Adjusts to choreographic changes made to the dance and advances his/her performance on the basis of comments from classmates. Describes the learning he/she has acquired and communicates it using subject-specific vocabulary.

3

Acceptable competency development

Rehearses the sequences to be made with the help of classmates and executes movements using visual and auditory markers. Applies the principles of laterality and coordination in a sequence of nonlocomotory actions, and correctly performs dances of medium tempo. Corrects his/her alignment in response to precise directions (adjustment by means of manipulation, tactile feedback). Performs a dance taking into account the basic stage conventions (entrance, exit, awareness of audience) and according to the general space assigned. Responds to choreographic directions and holds the final position for the indicated length of time. Performs the dance without parasitical movements and maintains his/her concentration in front of an audience. Accepts constructive comments of classmates in a positive way and orally communicates his/her performance difficulties.

2

Partial competency development

Makes the important movements from the key points in the choreography and generally reproduces the movements of the dance to be performed. Executes movements associated with simple rhythmic patterns and uses the music as reference points in performing a sequence of movements. Rehearses a sequence of movements with the help of classmates in order to memorize it and performs group sequences in front of his/her classmates. Rehearses a link in a sequence when the teacher indicates a need to do so and asks for help to overcome a difficulty.

1

Minimal competency development

Performs the dance using simple stage directions (forward, backward, sideways) and only certain parts of the body in executing movements. Takes the appropriate initial position and location to begin the dance. Stands behind a group to follow his/her classmates and imitates their movements to execute a sequence or parts of a dance.

Dance

Competency 3: Appreciates dances

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dances, in accordance with the requirements of the Québec Education Program.

The appreciation situations offered should enable the student to do the following:

- *take part in activities to observe excerpts of choreographic works, including the productions of classmates*
- *refer to a cultural experience and to documentary resources*
- *refer to works from a varied repertoire*
- *share his/her observations and compare them with those of classmates*
- *express himself/herself orally or in writing*

(See the Québec Education Program, pp. 390-391.)

Appreciates dances

5

Advanced competency development

Points out the dynamic qualities of movement that influence the performance of the dance and identifies any historical elements related to the origins of the choreographic work observed. Suggests observation criteria for appreciation purposes and asks questions that stimulate discussion about the work, production or dance. Discusses with classmates his/her observations and what he/she felt (emotions, sensations, impressions). Consults his/her recording tool autonomously and uses the results of his/her documentary research to enrich his/her appreciation. Identifies the learning acquired during an appreciation experience.

4

Thorough competency development

Points out a performance quality and makes comments about the choreographic structure of a dance. Identifies similarities between elements of content worked on in class and aspects of a dance. Makes connections between what he/she has felt and certain expressive elements present in a dance. Asks questions to deepen his/her understanding of dance and records elements relevant to his/her appreciation. Justifies his/her appreciation with arguments that take into account his/her references. Respects the diversity of points of view expressed by classmates and revises his/her statements after discussion with them. Communicates his/her appreciation using subject-specific vocabulary and the rules of writing and communication. Describes important moments in his/her appreciation experience.

3

Acceptable competency development

Uses observation strategies suggested by the teacher and summarizes the general meaning of the dance observed (theme, story, symbolism). Identifies the components of a dance and emphasizes the obvious associations between the gestures and the sound environment. Shares his/her reactions and emotions and sometimes associates them with observed elements of a dance. Constructs his/her appreciation based on documentation made available to him/her and formulates it taking into account the selected criteria. Justifies his/her appreciation with own aesthetic references.

2

Partial competency development

Identifies the basic elements of the language of dance, as well as simple concepts of choreographic organization present in the dance observed. Points out a visual effect created by choreographic elements. Records observations related to the work or production when reminded by the teacher. Takes a suggested criterion into account in his/her appreciation. Modifies his/her opinion according to the clarifications expressed by classmates or the teacher. Briefly communicates his/her appreciation and formulates his/her opinion based on stereotypes.

1

Minimal competency development

Identifies simple components of a dance, with the help of the teacher, and comments on the costumes, music and sound effects present in the dance observed. Formulates his/her opinion using the expressions "I like" or "I don't like" and briefly comments on his/her appreciation experience.

Music

Competency 1: Creates musical works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of creation situations that enable them to demonstrate their competency in creating musical works*, in accordance with the requirements of the Québec Education Program.

The creation situations offered should enable the student to do the following:

- *make use of various stimuli for creation*
- *carry out various experiments involving melodic and rhythmic improvisations, arrangements for small groups, compositions or inventions*
- *use varied sound sources (voice, body, sound objects, percussion instruments, various melodic instruments and instruments based on information and communications technologies)*
- *enrich his/her creations by means of various documentary and artistic resources*

(See the Québec Education Program, pp. 408-409.)

* The term work is used in a broad sense to mean both the work of a student and that of a composer or creator.

Creates musical works

5

Advanced competency development

Plans his/her projects by first identifying all the steps. Makes use of more than one compositional procedure and explores non-conventional structures in his/her creations. Composes or improvises a melody on a harmonic structure (e.g. pentatonic, blues, etc.). Invents a variation or makes a simple arrangement, based on a musical theme. Works with musical elements beyond those found in class and uses instruments in unusual ways to create new sounds. Demonstrates leadership in organizing and improving on a collective creation.

4

Thorough competency development

Proposes creative projects and refers to his/her recording tool throughout the work. Spontaneously explores several approaches to the work, establishes a brief plan and tries out different ways of developing his/her ideas. Uses previous experiments in an appropriate way. Writes a score employing a code (traditional, conventional or invented) and adds indications for the expression of certain passages. Plays his/her creation for the purpose of making adjustments and proposes solutions to problems encountered. Shares roles with teammates according to the task to be performed and makes relevant comments on the work of his/her team. Describes the steps of his/her creative procedure. Justifies his/her choice of ideas, elements of musical language, structure and sound sources used.

3

Acceptable competency development

Submits creative ideas, explores different sound sources and selects ideas and experiments that are related to his/her project. Transposes activities of daily life into sounds, produces rhythmic variations from a sound sequence or modifies a familiar melody in producing his/her creations. Within the limits of the basic register of his/her instrument, improvises a short musical bridge between melodies or composes a melody using a simple musical form or compositional procedure. Inserts sound effects and musical elements from previous experiments into his/her creation. Sketches out a score, using a personal code. Identifies the difficulties encountered and continues with his/her creation when he/she receives suggestions on how to complete his/her project. Uses the principal terms of musical vocabulary to communicate.

2

Partial competency development

Selects one or two elements from the stimulus for creation and sketches out his/her creation based on the ideas of classmates. Uses sound sources in a limited register and tries out ways of linking notes. Invents a repetitive rhythmic pattern (rhythmic ostinato) or improvises a simple rhythmic sequence. Completes a melody using conjunct sounds and repeated notes. Invents a melody using at least three notes based on a basic rhythmic pattern. Keeps records of his/her creations using a simple recording method.

1

Minimal competency development

Uses the first idea suggested and experiments randomly with sound media to create sounds. Reproduces the sounds heard in the classroom and uses a single sound medium in his/her creation. Carries out the task with constant help from others and plays a limited role within the group. Uses basic vocabulary in talking about his/her work and in making spontaneous remarks about the creations of the group.

Music

Competency 2: Performs musical works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of performance situations that enable them to demonstrate their competency in performing musical works, in accordance with the requirements of the Québec Education Program.

The performance situations offered should enable the student to do the following:

- *play musical works drawn from a wide repertoire, as well as his/her own creations and those of classmates*
- *use his/her voice, instrument or other sound media in various acoustical contexts*
- *play musical works written for large and small groups and sometimes perform as a soloist in a group*
- *perform in front of an audience*

(See the Québec Education Program, pp. 410-411.)

Performs musical works

5

Advanced competency development

Tunes his/her instrument autonomously and sight-reads a short piece. Performs the piece bringing out its expressive character. Performs pieces from a supplementary repertoire and plays the more difficult notes suggested on the score. Exercises leadership within the group. Takes responsibility for a section during rehearsals and sometimes directs a small group while participating in the performance. Suggests improvements to be made to the performance of a piece.

4

Thorough competency development

Plays a musical work with expression. Maintains visual contact with the conductor (teacher or pupil) and responds to the leader's directions to synchronize himself/herself with the playing of the ensemble. Identifies the main musical elements of his/her score when sight-reading. Rejoins the performance of the ensemble by finding, in his/her score, the place where he/she must resume playing. Occasionally plays solo bars in a work, or plays a different part than usual. Enters relevant annotations on his/her score, as necessary, and corrects his/her playing autonomously. Shares his/her performance strategies and proposes solutions to problems that arise.

3

Acceptable competency development

Plays his/her score according to the key signature and the dynamic indications. Breathes in such a way as to produce stable tones at the right pitch and of appropriate duration. Contributes to the ensemble playing by linking musical phrases, coming in at the right time after silent measures and following the beat while playing the piece. Identifies the principal features of the score, such as the rhythmic sequences, the articulation signs and similarities or differences between certain passages. Practices his/her instrument willingly and points out improvements to his/her playing. Uses musical terms suited to the performance situation.

2

Partial competency development

Plays the basic musical phrases of a score by producing all the sounds it contains. Uses the basic fingering of his/her instrument and the basic techniques for producing sound. Prepares to play by adopting the appropriate posture and practising individually. Handles his/her instrument with care and detects any defects in it. Corrects his/her playing provided that his/her technical and reading errors are pointed out. Participates in rehearsals and in group performances according to the rules of ensemble playing.

1

Minimal competency development

Plays some of the simple parts of a musical work. Plays the notes of the elementary register of his/her instrument using simple fingering. Identifies the notes and rests on the score. Identifies the measure requested in the score. Brings the necessary material and sets it up appropriately to play. Uses the instrument assigned to him/her observing the appropriate rules.

Music

Competency 3: Appreciates musical works

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating musical works, in accordance with the requirements of the Québec Education Program.

The appreciation situations offered should enable the student to do the following:

- *take part in activities involving listening to excerpts of musical works, including the productions of classmates and those of composers from various periods and cultures*
- *refer to a cultural experience and documentary resources*
- *share his/her experience with classmates*
- *communicate his/her appreciation orally or in writing*

(See the Québec Education Program, pp. 412-413.)

Appreciates musical works

5

Advanced competency development

Shows how the melodic organization of a work contributes to its expressive character and points out the connections between the main characteristics of a musical style and what he/she feels. Identifies elements related to the historical context and makes connections between the sociocultural environment and the works produced in that environment. Identifies similarities and differences between two musical works to support his/her appreciation. Asks questions that stimulate discussion of a work and uses the results of documentary research to enrich his/her appreciation. Identifies learning acquired during the appreciation experience.

4

Thorough competency development

Identifies the components of a work, places it in a sociocultural context based on its sound sources and points out the contribution of an instrumental formation (string ensemble, percussion ensemble, etc.) to a descriptive musical work. Points out the influence of certain expressive elements on the character of a work and identifies similarities between elements of content examined in class and aspects of the work. Revises his/her communication after discussion with classmates. Describes important moments in his/her appreciation experience and communicates his/her appreciation using subject-specific vocabulary and the rules of writing and communication.

3

Acceptable competency development

Asks questions to understand the criteria selected and keeps records of his/her reactions after listening to a musical work. Consults the documentary resources made available to him/her, with the help of the teacher, and points out the style of a work related to his/her own cultural references. Identifies unusual musical elements, contrasts and repetitions of musical phrases, as well as basic concepts concerning the melodic and rhythmic organization of a work. Supports his/her statements by making connections between two works and formulates his/her appreciation taking into account the selected criteria.

2

Partial competency development

Identifies familiar elements of musical language present in a musical work he/she has listened to and constructs his/her appreciation based on an element of the work. Pays attention to the opinions expressed and modifies his/her point of view according to the clarifications expressed by classmates or the teacher. Recounts a meaningful aspect of his/her experience and communicates his/her appreciation in a rudimentary manner.

1

Minimal competency development

Identifies an instrument used in a musical work and identifies elementary aspects of musical language in the work, with the help of the teacher. Speaks briefly about what he/she felt while listening to a musical work. With the support of the teacher, recounts a meaningful aspect of his/her experience and communicates his/her appreciation in a rudimentary manner.

SCALES of **COMPETENCY LEVELS**

Secondary School Education
Cycle One

PERSONAL DEVELOPMENT

Physical Education and Health

Moral Education

Catholic Religious and Moral Instruction

Protestant Moral and Religious Education



Physical Education and Health

Competency 1: Performs movement skills in different physical activity settings

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

The learning situations offered should enable the student to do the following:

- *become more aware of his/her body and of the physical environment*
- *move with confidence*
- *act safely in both physical activity settings and in everyday life*

(See the Québec Education Program, pp. 438-439.)

Performs movement skills in different physical activity settings

5

Advanced competency development

Considers all of the choices for a task to be carried out, and their consequences. Carries out movements and motor skills using strength, speed and direction optimally, according to the expected results. Adjusts his/her own movement skills by taking into account the instructions and constraints associated with the physical environment (climate, terrain, obstacles, etc.) and justifies these adjustments. Shows motor efficiency in performing the technical elements of several physical activities. Asks for the opinions of others on his/her performance and makes suggestions or constructive comments about the performances of others. For one type of physical activity, identifies his/her successes and difficulties according to his/her own choices, the phases of action and his/her results. Shows self-control at every step of the activity and ensures his/her own safety as well as that of others.

4

Thorough competency development

Taking his/her own physical ability into account, the student chooses a variety of appropriate movement skills for more than one type of physical activity. Prepares adequately before the start of the activity. Creates appropriate sequences and combinations of movement skills (e.g. approach, wind-up, release and reception) and the different phases of carrying out the movement (draw back, thrust, etc.) specific to the task. Finds ways to increase motor efficiency and improve results. Identifies strong points and improvements to be made during the next performance. Encourages peers and indicates their successes as well as points that need improvement in their movements skills. Pays attention to safety during every step of the activity.

3

Acceptable competency development

Explains choice of movement skills in light of the instructions received at the beginning of the task (basic rules, information about the task, etc.) and considers one option at a time. Performs, in order and continuously, a sequence of movements that are appropriate to the physical activity. Asks questions in order to improve and adjusts movement skills following the reaction of peers and the teacher. Follows instructions and required safety rules during the activity. Occasionally requires help with carrying out the steps of the process.

2

Partial competency development

Knows the characteristics of the context of the task to be carried out and chooses one or more appropriate movements for the activity. Participates in the activity without setting specific goals. Performs a sequence of movements, occasionally pausing or slowing down. With help, carries out the movements required for the task and perseveres in spite of difficulties. With the teacher's help, identifies any difficulties experienced during the performance. Follows most instructions and safety rules, with repeated reminders.

1

Minimal competency development

Performs a warm-up directed by the teacher. Executes movement skills (locomotor, nonlocomotor and manipulation skills) used in several physical activities. Carries out new movements with constant assistance. Carries out movements alone, keeping his or her balance, for a short period of time.

Physical Education and Health

Competency 2: Interacts with others in different physical activity settings

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

The learning situations offered should enable the student to do the following:

- *develop various plans of action to adapt his/her movements to those of others, to synchronize his/her movements with those of others and to communicate with the other students*
- *work in pairs or with teammates and opponents to perform a joint task*
- *demonstrate fair play in both victory and defeat*

(See the Québec Education Program, pp. 440-441.)

Interacts with others in different physical activity settings

5

Advanced competency development

When developing the plan of action, takes into account several parameters at once (instructions, physical environment, physical ability, etc.) and suggests solutions to anticipated problems. Finds solutions to problems identified when carrying out or evaluating the plan of action. Incites other students to apply these solutions. Adapts to the unforeseeable aspects of the activity and the potential of teammates. Makes sure that all teammates understand and follow the strategy. Efficiently combines different types of action sequences. Takes on all tasks associated with the role of captain. Shows self-control in all contexts and acts in the interest of his/her own safety and that of others.

4

Thorough competency development

Suggests solutions at every step of the activity, taking into account the opinions of teammates. Defines the strategy in light of the strengths and difficulties of opponents. When evaluating the plan of action, determines which elements (tactics, movement skills, strategies, etc.) can be applied to other types of activities. Identifies the causes of his/her successes and difficulties in order to prepare for future performances. Easily plays different roles in the activity (offence, defence, backup, etc.). While respecting the rules of the activity, carries out, in proper sequence, offensive and defensive actions (feinting, dodging, etc.). Cooperates during all three steps of the activity (developing, carrying out and evaluating the plan of action). Assumes the roles of referee or linesperson. Adjusts actions to ensure his/her own safety and that of others. Congratulates teammates and opponents on their successes. Encourages peers and prompts them to surpass themselves.

3

Acceptable competency development

Participates in carrying out certain strategies outlined in the plan of action by willingly taking on the role assigned. When evaluating the plan of action, identifies his/her successes and difficulties, and asks questions in order to improve. Has a repertoire of actions he/she uses in an appropriate sequence during the activity, and perseveres in spite of difficulties. Follows teammates' movements. Communicates messages that are appropriate to the activity (e.g. visual or acoustic signals, verbal cues, touch). Correctly applies the point system and the rules of the activity and takes on different technical support roles (timer, scorekeeper, equipment handler, etc.). Uses respectful language and gestures with opponents and teammates. Handles equipment carefully and follows safety guidelines.

2

Partial competency development

Participates in developing the plan of action if the activity interests him/her. Expresses his/her own ideas when evaluating the plan of action and expresses satisfaction with a successful activity. Always carries out the same offensive and defensive actions. Uses movement skills (locomotor, nonlocomotor and manipulation skills) common to several activities.

1

Minimal competency development

When performing a task, pays attention to the object only. Takes proper position if it is pointed out to him/her. Catches the object that is directed to him/her. Throws the object accurately to a nearby teammate. Imitates some of the actions of teammates. Plays the role assigned to him/her and identifies his/her difficulties with help from the teacher or teammates. Expresses a desire to play when the plan of action is being developed.

Physical Education and Health

Competency 3: Adopts a healthy, active lifestyle

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program.

The learning situations offered should enable the student to do the following:

- *gather information from various sources on the impact of lifestyle habits on health and well-being, using critical judgment to apply it to himself/herself*
- *assess his/her fitness level based on observable facts related to his/her own practices*
- *develop and apply a plan that includes school and community services to improve some of his/her lifestyle habits*

(See the Québec Education Program, pp. 442-443.)

Adopts a healthy, active lifestyle

5

Advanced competency development

Raises relevant questions about lifestyle habits and their consequences on health and well-being in the short, medium and long term. Spontaneously informs peers of what he/she has learned from researching lifestyle habits. Does a warm-up, regularly and autonomously, before practising a physical activity and performs stretches afterward. Determines different ways to improve or maintain good lifestyle habits. Sets goals beyond established norms for his/her age group and integrates healthy, active behaviour into his/her daily routine in order to reach these goals. Analyzes the effects of integrating healthy lifestyle habits and practising physical activities on his/her health, well-being and fitness level.

4

Thorough competency development

Independently researches information about good lifestyle habits using different resources. Maintains a critical stance regarding the information gathered and that provided by peers. Establishes a repertoire of physical activities that can be practised at home, at school or in the community. Considers own needs and interests and develops a structured, efficient plan based on his/her goals. Draws connections between the physical activities practised and those carried out to develop the plan. Keeps regular records of the actions carried out and identifies changes to be made to the plan, if required. Demonstrates good physical condition regarding flexibility, cardiorespiratory endurance and strength-endurance. Evaluates the efficiency of his/her physical activity plan and the results obtained based on successes and difficulties. Reapplies learning acquired during this process in activities related to the competencies *Performs movement skills in different physical activity settings* and *Interacts with others in different physical activity settings*.

3

Acceptable competency development

Distinguishes between healthy and unhealthy lifestyle habits. Consults a few relevant resources. Sets realistic goals, develops a plan to change certain lifestyle habits and explains the requirements for carrying out the plan. Records most of the information related to carrying out the plan using the tools provided. Progressively integrates good lifestyle habits into daily life and regularly practises physical activities. Evaluates improvement to lifestyle habits and whether goals have been reached, based on the records and results. Occasionally needs help to carry out the steps of his/her plan.

2

Partial competency development

Writes down a few actions to be undertaken as part of his/her plan to improve lifestyle habits and sets goals that are not realistic for his/her abilities. Keeps sporadic records of actions and adheres to the initial plan, even if it proves to be ineffective. Shows little consistency in improving and maintaining a healthy lifestyle habit. Makes an incomplete assessment of his/her lifestyle habits. Often asks for help at every step of the process.

1

Minimal competency development

Records information that is of very little use for improving his/her lifestyle habits. Requires constant help at every step of the process. Takes few steps to maintain a healthy lifestyle habit.

Moral Education
Catholic Religious and Moral Instruction
Protestant Moral and Religious Education

An *Ethics and Religious Culture* program replacing three existing programs (*Moral Education*, *Catholic Religious and Moral Instruction* and *Protestant Moral and Religious Education*) will come into effect in September 2008. This document presents the scale of competency levels pertaining to ethical issues (*Takes a reflective position on ethical issues* and *Takes a reflective position on situations involving an ethical issue*), for these competencies, which are common to the three existing

programs, are being incorporated into the forthcoming ethics and religious culture program in a slightly different form. This document also presents a generic scale, general in scope, that teachers can use to determine the levels that students have attained in the other competencies taken from the existing programs when the time comes to prepare competency reports in June 2007 and June 2008.

	Common scale of competency levels (p. 99)	Scale of competency levels general in scope (pp. 100-101)	
Moral Education	<i>Takes a reflective position on ethical issues</i>	<i>Constructs a moral frame of reference</i>	<i>Engages in moral dialogue</i>
Catholic Religious and Moral Instruction	<i>Takes a reflective position on ethical issues</i>	<i>Appreciates the contribution of the living Catholic tradition to his/her quest for meaning</i>	
Protestant Moral and Religious Education	<i>Takes a reflective position on situations involving an ethical issue</i>	<i>Appreciates the influence of the Bible on the individual and on culture from a Protestant perspective</i>	<i>Acts respectfully in relation to religious diversity</i>

Moral Education
Catholic Religious and Moral Instruction
Protestant Moral and Religious Education

Competencies:

Takes a reflective position on ethical issues

Takes a reflective position on situations involving an ethical issue

Scale of competency levels common to the three subjects

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate their competency in taking a reflective position on ethical issues or on situations involving an ethical issue, in accordance with the requirements of the Québec Education Program.

(See the Québec Education Program, pp. 456-536.)

Takes a reflective position on ethical issues

Takes a reflective position on situations involving an ethical issue

5

Advanced competency development

Examines all the aspects of an ethical issue. Looks for and uses additional resources in an autonomous manner, including expert opinions, to support his/her viewpoint on the issues in a situation. Uses, on his/her own initiative, known resources in a new context. Identifies the consequences or impact of a situation on individuals and the community from the perspective of a better collective way of living, the values in question and individual responsibility. Applies options promoting improved community life by taking concrete action.

4

Thorough competency development

Uses and/or proposes, in an autonomous manner, a variety of relevant sources of information to analyze a situation involving an ethical issue. Identifies the values involved in such a situation. Draws parallels between the values found in a situation and those of contemporary or historical figures (e.g. biblical figures, witnesses). Makes connections between a variety of relevant references and an issue. Associates such an issue with an example from his/her own personal experience. Adopts and defends a position using ethical arguments. Requires that an option be justified on the basis of references, including cultural references (e.g. social precepts, Bible, charters, rites). Compares different interpretations of a viewpoint, showing an attitude of respect. Clarifies a viewpoint by rephrasing it.

3

Acceptable competency development

Uses his/her own words to explain an ethical issue. Identifies an ethical issue in a situation. Seeks to understand a situation by asking questions, by identifying some of the values involved and associating an aspect of this situation with a reference (e.g. value, well-known person, concept or attitude). From among several arguments, identifies those that are the most relevant in analyzing a situation involving an ethical issue. Asks questions to better understand his/her peers' various viewpoints. Coherently describes and compares different viewpoints, including his/her own. Substantiates these viewpoints. Proposes possible options and their consequences. Identifies action to be taken to improve community life.

2

Partial competency development

Recognizes a viewpoint, value or attitude as well as the stakeholders (e.g. individuals, institutions) and a problem involved in a situation. Uses a source of information to understand the situation. Identifies a consequence or impact on individuals as a result of a given situation. Expresses his/her viewpoint and listens to those of others. Identifies a single option for a given situation. Expresses his/her feelings and selects an option focused on his/her interests or those of other people in his/her life.

1

Minimal competency development

Identifies an element in a situation involving an ethical issue. States facts involved in a situation and expresses his/her opinion about this situation. Recognizes a problem in a situation, if assisted by the teacher or a peer. Finds an option with the help of the teacher and his/her peers.

Moral Education
Catholic Religious and Moral Instruction
Protestant Moral and Religious Education

Competencies:

Constructs a moral frame of reference

Engages in moral dialogue

Appreciates the contribution of the living Catholic tradition to his/her quest for meaning

Appreciates the influence of the Bible on the individual and on culture from a Protestant perspective

Acts respectfully in relation to religious diversity

Scale of competency levels (general in scope)

In order to draw up a competency report, teachers must determine the competency levels attained on this scale, general in scope, by students at the end of the cycle. Throughout the cycle, they must present students with a variety of situations that enable them to demonstrate the competencies listed above, in accordance with the requirements of the Québec Education Program.

(See the Québec Education Program, pp. 456-536.)

Constructs a moral frame of reference

Engages in moral dialogue

Appreciates the contribution of the living Catholic tradition to his/her quest for meaning

Appreciates the influence of the Bible on the individual and on culture from a Protestant perspective

Acts respectfully in relation to religious diversity

5

Advanced competency development

Draws on a variety of resources and puts different sources of information to good use. Plans all the steps in the work process and performs the tasks in a personal way. Explores problems in depth by asking pertinent questions and leads peers to clarify their ideas. Produces highly detailed work and expands upon it by going beyond what is expected. Analyzes his/her approach in a rigorous manner throughout the process, and identifies, without assistance, possible adaptations or improvements that could be made to his/her approach or work.

4

Thorough competency development

Demonstrates a clear understanding of the proposed situations and makes proper use of the learning content (concepts, approaches, strategies) to perform tasks. Determines key steps in the work process and uses appropriate sources of information. Devises clear solutions and presents them in a structured manner. Makes effective contributions in team-work situations. Makes connections between situations and uses the principal terms from the subject-specific vocabulary to communicate.

3

Acceptable competency development

Draws on the main elements of the learning content (concepts, approaches, strategies) and produces work with an underlying structure. Uses information taken from the documentation provided or suggested in order to find suitable answers to the problems set. Carries out tasks assigned by the team. Adapts his/her approach or work when possible improvements are pointed out. Explains, when necessary, certain steps in his/her approach.

2

Partial competency development

Performs simple tasks when the steps in the process have been clearly set out, or by following an example. Produces cursory work or provides some steps toward a solution to the problems posed by drawing on the basic aspects of the learning content (concepts, approaches, strategies).

1

Minimal competency development

Performs simple tasks with ongoing assistance. Finds some information in the documentation provided and transcribes it in whole or in part. Embarks on tasks without stopping to consider the proper approach to take. Performs only the simplest steps in the tasks or problems set.

