

CASP-II EDUCATION PROGRAM

A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

Guide to the Evaluation of Learning

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FOREWORD

The *Guide to the Evaluation of Learning* for the CASP-II Education Program—A Competency-Based Approach to Social Participation, intended for students aged 16 to 21 with moderate to severe intellectual disabilities, is designed to help teachers with all the activities related to the evaluation of learning consistent with this program. It is also intended for other members of the school community who are involved in the evaluation process, such as school principals, education consultants and other members of the school team who work with students. This guide covers classroom practices, the evaluation process, competency level scales and communication with students and parents. It provides guidelines for evaluating the competency *Participates in contributive activities* which, due to its specific nature, requires the collaboration of several stakeholders, some of whom are outside the school. It also provides examples that schools can use to make choices when revising their standards and procedures for the evaluation of learning, to bring them in line with the program and legal frameworks.

This document was prepared in accordance with the fundamental principles of the *Policy on the Evaluation of Learning*, adopted in 2003, and other ministerial frameworks, including the *Policy on Special Education*. The principles set out in these documents have been adapted to the CASP-II Education Program. This guide is consistent with the *Guide to the Evaluation of Learning* for the CASP-I Education Program. Some elements have been kept unchanged, given their importance and relevance. Other elements have been added to meet the needs of the teachers responsible for the evaluation of students aged 16 to 21.

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Part I – A Shared Vision of the Evaluation of Learning

CHAPTER 1

Evaluation Practices to Implement

CHAPTER 1 – EVALUATION PRACTICES TO IMPLEMENT

For the sake of consistency, the evaluation of learning is aligned with the guidelines set out in the CASP-II Education Program. The obligation to comply with the programs prescribed by the Ministère de l'Éducation is an essential condition for ensuring consistency and, in so doing, fulfill the values of justice, equality and equity, on which all evaluation activities must be based. In this regard, evaluation must support learning. It must focus on the program's target competencies and take into account their characteristics, including their complexity, their comprehensiveness, the contexts in which they are carried out and the fact that their development requires time. The actions necessary for the student's progress are put into place as part of the evaluation process, to ensure that educational and administrative decisions concerning their progress are appropriate, and that evaluation is both rigorous and transparent. Professional judgment is exercised at all stages of the evaluation process, and methods proven to be effective are used to ensure its quality.

EVALUATION THAT SUPPORTS LEARNING

For the CASP-II Education Program, evaluation should be a lever for learning and should play a role in the students' overall development, regardless of their abilities. The primary function of evaluation is to support learning. Therefore, its focus should be to help students develop their competencies and acquire the resources needed to apply them. To fulfill this function, evaluation must be built into the teaching process to help regulate it; in other words, it should allow students to adjust their learning and teachers to adjust their pedagogical actions. Adjustments may be applied to different focuses of learning and be made at different times, but they play a particularly important role during learning activities.

Regulation

Effective regulation depends on certain conditions: the expected learning outcomes must be clear, so that the teacher can regularly assess how close the student is to achieving those outcomes and provide them with meaningful feedback. In addition, regulation requires that adjustments be made or other actions be taken to guide the next steps in learning. There are typically three types of regulation: proactive regulation, interactive regulation and retroactive regulation. These terms refer to the timing of the adjustments.

Proactive regulation

Proactive regulation is carried out before the student begins a new learning activity. It is based on observations made during previous learning and evaluation situations and helps to guide future situations. For example, a teacher may use their knowledge of a student's needs to plan a sequence of activities tailored to those needs and likely to ensure the student's progress. Proactive regulation is related in particular to differentiated teaching, one of the foundations of which is taking into account students' abilities, interests and learning needs.

Interactive regulation

Interactive regulation is used by teachers during the learning and evaluation situation. Observation and various types of exchanges enable teachers to immediately provide students with information to help them improve their approach, their understanding of the task or technique or to confirm that they are on the right track. Teachers can also adjust their interventions as needed. Interactive regulation is likely to promote perseverance and, as a result, can help increase motivation to learn. Regulation provided during learning activities plays an important role in the decisions to be made to help students progress.

Retroactive regulation

Retroactive regulation involves reviewing tasks completed during a given period with the student. It takes place at key moments during competency development and allows pedagogical interventions to be adjusted according to the difficulties observed. Teachers often use retroactive regulation to address difficulties that persist despite interactive regulation.

Whether proactive, interactive or retroactive, regulation aims to help students progress and develop their autonomy, so that they can eventually regulate their own learning with minimal assistance. The teacher's regulation should serve to prepare students to eventually exercise greater control over their activities. Self-regulation, one of the manifestations of self-determination, develops in particular when students fully understand the task they must complete to

demonstrate their competency and the criteria that will be used to judge their actions. Various interventions can help students fully grasp the criteria, such as discussing the nature of tasks and activities that promote the development of a competency or presenting examples to highlight the characteristics of a successful product or approach. Discussions between the student and the teacher allow the student to refine their understanding of what is expected. With support and questions, the student can help determine which aspects of their learning need improvement and how to make those improvements.

Regulating teaching and learning is a complex and demanding process that takes time. There may be cases where the teacher's adjustments do not produce the desired effects, particularly in the following situations:

- Too many adjustments are made at once or based on too many sources of information.
- Too few or no adjustments are made, even though they are necessary.
- The adjustments are inadequate or inappropriate for the student's difficulties.

To be effective, adjustments must therefore be made at the right time, be well measured and focus on the appropriate learning objectives. Interactive regulation is particularly engaging because decisions are made in the moment. The responsibility for regulation lies primarily with the teacher. However, under certain conditions, students can contribute to this process and gradually take charge of their own learning. Self-regulation plays a decisive role in academic learning and throughout life.

Feedback

One of the conditions for effective regulation is providing feedback to students. Feedback is the information that teachers give to students after observing or questioning them—information that helps students improve their work, their learning process or their behaviour. Quality feedback can enable students to learn and improve, and it can increase their motivation. It also helps students take charge of and manage their learning.

Feedback has a proven positive effect on student learning and success, but only under certain conditions. Feedback that has the potential to actively contribute to student learning is:

- targeted, helping the student achieve a specific goal
- selective, to avoid creating cognitive overload and to respect the student's pace of learning; it focuses on a small number of relevant elements
- explicit, because to be useful, the information or comments must be specific and descriptive (e.g. "This is good because . . ." rather than just "Good!")

- supportive, to give students confidence and encourage them to improve
- tailored to students' cognitive and emotional characteristics, so that they are able to understand it, feel involved, and feel supported in their learning
- open to discussion, to encourage students to question teachers so as to better understand their explanations or comments

Feedback given at the right time is more likely to help students progress. It is best to provide feedback as soon as possible during learning activities rather than at the end of them. However, students must be receptive to suggestions, for example, when they still have their work in mind, and show an interest in modifying or revisiting it to improve it. Although immediate feedback is more likely to lead to adjustments, teachers may choose to delay it when students are unable to benefit from it. While the content and tone of feedback are important, it will only have the desired effect on learning if the situations in which it occurs allow the student to understand and benefit from it. It is important to take into account the cognitive and emotional characteristics of the student when providing feedback. Whether the feedback is immediate or delayed, the teacher ensures that the student has understood it and is given time to apply it.

In some circumstances, feedback may come from peers. Guided by the teacher, students use one or more criteria to evaluate the work of another student, which also helps them improve their own understanding of the task at hand. Based on the questions asked, students can also evaluate their own work and make adjustments. Peer assessment and self-assessment enrich the feedback provided by the teacher.

Affective feedback

Affective feedback is not linked to a specific task and allows positive or negative judgments to be expressed about the student (e.g. “You’re really good at this!” or “I know you can do it!”). This type of feedback is known to have virtually no effect on learning. These comments may lead students to attribute the compliment or praise to personal qualities rather than to their actions. Affective feedback can be used at certain times, provided that other types of feedback allow the student to establish a connection between their actions and those required to achieve the desired result.

Informative feedback

Informative feedback from the teacher takes the form of a statement or rule to follow. It consists in telling the student whether their answer, action or gesture is correct or incorrect and providing them with the expected result.

Instructional feedback

When providing instructional feedback, the teacher tells the student what to improve, how and why. Instructional feedback gives students concrete, specific information about what they need to do. For example, the teacher can suggest one or more strategies for using the Internet safely. In some cases, it may be necessary to teach a concept or the steps of a process. However, it is important to emphasize the elements to which the student must pay particular attention.

Metacognitive feedback

Metacognitive feedback from the teacher encourages students to reflect on what enables them to succeed or fail at a particular task or other similar tasks. To this end, questions are asked to help them self-regulate. These questions could focus on one of the following elements:

- their understanding of the task (e.g. “What should you do first?”)
- their choice of strategies (e.g. “What should you do to make sure you complete the task on time?”)
- the quality of their work (e.g. “What do you think is good about your work? What could you improve?”)

This type of feedback gives students guidance to help them manage difficulties, self-regulate and self-assess. Students who learn to monitor and improve their work are likely to progress. In addition to gradually leading students to self-regulate, metacognitive feedback encourages them to ask for feedback at the right time, use the information they receive appropriately and attribute success or failure to their actions. The ultimate goal of this type of feedback is to make students autonomous by gradually encouraging them to integrate their own reflective questioning and providing them with less and less support.

In summary, instructional feedback and metacognitive feedback are the most likely to benefit students by enabling them to develop their competencies, motivation and autonomy.

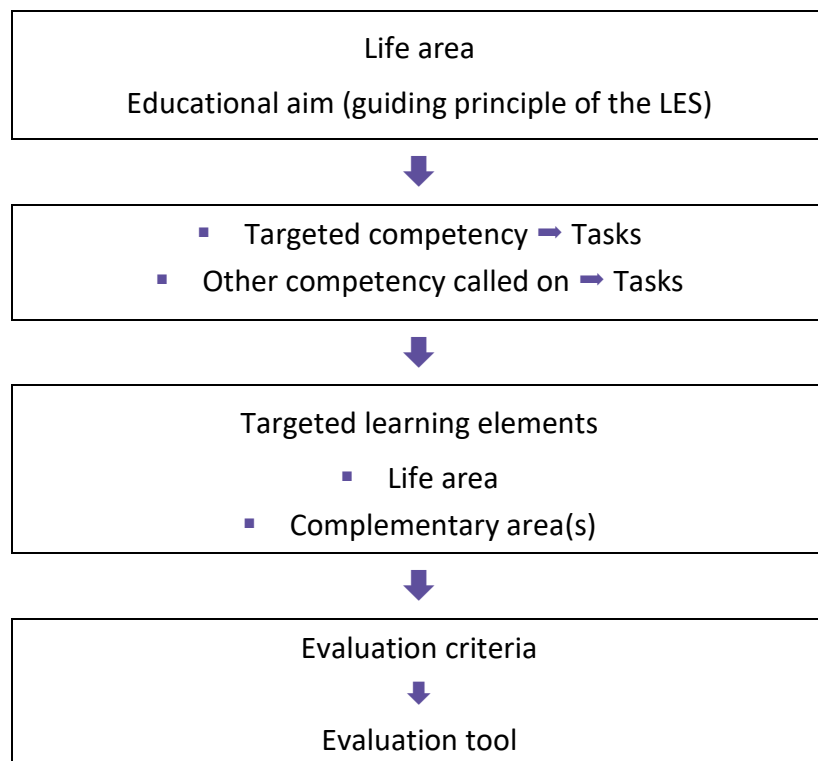
EVALUATION TARGETS CONSISTENT WITH THE PROGRAM

The CASP-II Education Program is a competency-based program. Development and evaluation of these competencies require placing students in learning and evaluation situations (LES) based on the life areas and involving one or more tasks. Although the competencies are the primary focus of evaluation in these LESs, the learning elements associated with the life areas and complementary areas must also be taken into consideration, as these are essential to competency development. Learning and evaluation activities are planned at times deemed appropriate by the teacher.

Evaluating competencies

Learning and evaluation situations allow students to develop and practise one or more competencies, and teachers to monitor competency development with a view to supporting learning. Figure 1 shows the elements that generally make up a learning and evaluation situation, followed by a brief description of each element.

Figure 1: Learning and Evaluation Situation



Life area

Each LES is connected to a life area and one or more focuses of development in order to define the scope of learning (refer to Chapter 4 of the program). The educational aim is communicated to students in the form of a goal to be achieved that takes into account their needs or areas of interest. It motivates them and inspires them to take action. The educational aim also serves as a guiding principle throughout the situation.

Competencies

Each LES generally calls on several competencies that are not necessarily subject to evaluation. Several factors are taken into account when determining the number of competencies to be evaluated: the characteristics of the situation, the student's level of autonomy, the time available, etc. The number of competencies to be evaluated is generally limited so that the teacher can make adjustments during the situation and gather relevant information that can be used later.

Tasks

In an LES, tasks are chosen based on the educational aim and are linked to the program competencies. They correspond to or closely resemble real-life tasks. They give students opportunities to participate in society in different contexts, which is a way to maintain their motivation and provide them with opportunities to transfer their learning. The tasks are described as “complex” because they generally involve all three of a competency’s key features and require students to draw on various resources (knowledge, skills, strategies, procedures, techniques). The degree of complexity of the tasks must be adapted to the students, i.e. simple enough to allow them to draw on their knowledge and difficult enough to challenge them in a way that is within their reach. The degree of complexity varies depending on the number of constraints involved in the tasks, the number of operations to be performed and the scope of the production to be carried out. The process of completing a task and the production may differ depending on the student and are evaluated based on evaluation criteria. The output may be tangible or intangible (e.g. greeting card, carpentry project, sequence of movements, conversation). The scales of competency levels (see Part II of this guide) provide some guidance that can help teachers design tasks that present a realistic challenge for students.

Resources

To complete a task, students must use relevant resources (knowledge, skills, strategies, procedures, techniques). These resources correspond to the learning elements associated with the focuses of development in the life areas and complementary areas selected for the learning and evaluation situation. It is important for teachers to determine the resources that students are likely to need to complete the task so that they can track which resources have actually been used and which are not yet part of their repertoire.

Evaluation criteria

The evaluation criteria are specified in the program. Teachers select all of the criteria or choose those they consider most relevant to the intended goal. The choice of evaluation criteria is important because the interpretation of data and judgment depend on it. The selected criteria are translated into observable elements adapted to the characteristics of the situation, the time of year, the students’ prior knowledge and the learning elements targeted by the task. These criteria and observable elements are used to develop evaluation tools.

Evaluation methods and tools

Depending on the evaluation target and the teacher's intention, one or more evaluation methods are used: observation, interview, task leading to a production. Depending on the methods chosen, one or more evaluation tools are designed or adapted to collect data on the competency or competencies being evaluated. These tools include the evaluation criteria selected and the observable elements. Others are designed to record information useful for regulating interventions.

Evaluating acquisition of the learning elements

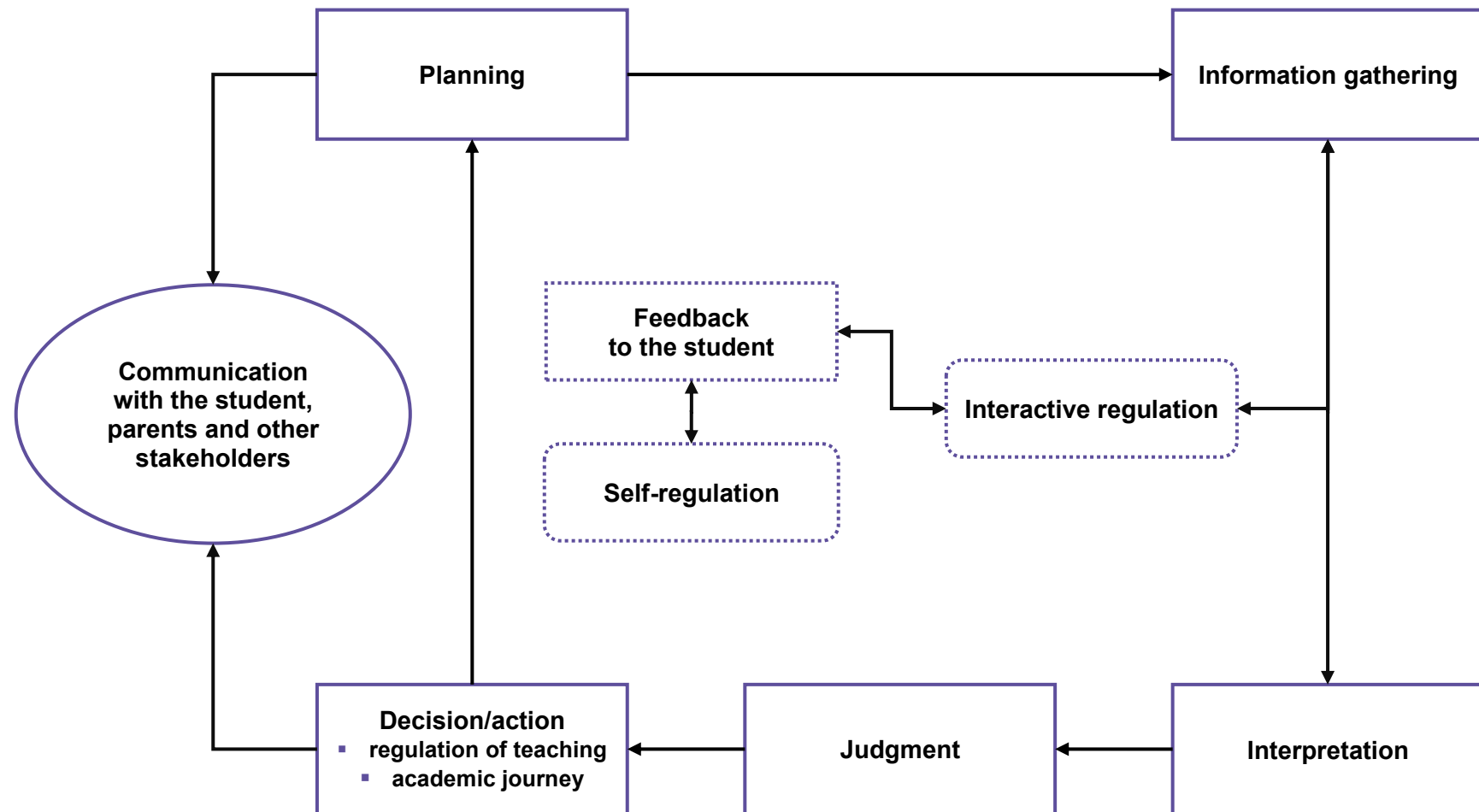
The learning elements, whether knowledge, skills, strategies, procedures or techniques, can be taught as part of LESs to give more meaning to learning, or in a decontextualized manner when necessary. Activities are designed to provide students with the resources they need to complete tasks and enrich their repertoire. Evaluation may focus on specific learning elements when the teacher feels that more information is needed to adjust their interventions. Teachers may evaluate students by questioning them orally, observing them or giving them exercises of increasing difficulty.

A RIGOROUS BUT FLEXIBLE EVALUATION PROCESS

When assessing the students' progress in developing their competencies and acquiring the resources needed to apply them, teachers must use the program as their basis and make sure any judgments they make are part of the evaluation process. This will ensure that the action they take is credible. The evaluation process is divided into the following stages: planning, information gathering and interpretation, judgment, and decision/action. The perspective of evaluation as a support for learning must be reflected at all stages of the process, both in the choice of tools and in the way information is interpreted and communicated. Teachers collect and interpret data to determine where students are in their learning, what remains to be achieved and how to get there.

Although the evaluation process is composed of a series of stages, it is iterative rather than linear, in that teachers may repeat one or more of the stages if they wish, before continuing with the others. In addition, it is not necessary to perform all the stages in chronological order for every evaluation. For example, in an LES, the interpretation and judgment stages happen at the same time, and the decision is immediate. Figure 2 illustrates the evaluation process from a learning support perspective and its relationship to communication with the various individuals concerned. The characteristics of each stage are described on the following pages. Later in this chapter is a section devoted to the teacher's professional judgment, given the importance granted to it in the *Policy on the Evaluation of Learning*.

Figure 2: The Evaluation Process from a Learning Support Perspective



Planning

The main purpose of evaluation is to foster students' progress. Therefore, planning is carried out with a view to supporting learning. To ensure rigorous planning, the first step is to define the targeted competencies and learning elements in keeping with the CASP-II Education Program, the students' abilities and their needs. These competencies and learning elements will be the focuses of learning and evaluation over a given period and will be used to select or develop differentiated learning activities according to students' abilities. Times must then be scheduled for information gathering and interpretation, judgments and decisions or actions. Planning is more effective when it is done in collaboration with others who work with the student. Collaboration not only promotes adherence to the program's aims, but it also ensures consistency in teaching and evaluation activities. Consultation between teachers makes it easier to monitor students' progress during the school year and from one year to the next, with regard to competency development, consideration of life areas and acquisition of learning elements. Elements of the planning are communicated to the student, parents and relevant stakeholders at appropriate times and using tools adapted to each individual.

In order to support learning, planning must not only be rigorous, but it must also retain a certain degree of flexibility so that it can be adjusted at appropriate times.

Teachers may modify their planning at any time to provide specific support needed by a student or to take advantage of an event that may be the source of an unplanned activity. They regularly assess the appropriateness of strategies adopted in the individualized education plan and adjust them, as required, so as to support the student's learning progress.

Information gathering and interpretation

Enough useful information must be gathered and interpreted in order to support a judgment. The relevance of the information depends on the consistency between the evaluation methods used and the focus of evaluation. It requires an understanding of the focus of the competency and the associated evaluation criteria, as well as knowledge of how the competency is developed. To collect relevant data on competency development, teachers must plan situations that place students in action and that encourage them to mobilize resources, with more or less support depending on their abilities, in order to carry out meaningful tasks. Information gathered during activities that focus on learning elements can be useful and facilitate the regulation of teaching.

Information is considered sufficient when the teacher has data that allow them to make a judgment and a decision. The student must have had sufficient opportunities to practise and demonstrate their competencies. The number of situations that need to be set up to gather information may vary according to the students' profiles, characteristics, prior learning and needs. For some students, it may be necessary to make more observations or ask additional questions because the available information is insufficient to make an informed judgment.

Teachers should give priority to observation as an evaluation method. It is an essential and effective instrument for competency evaluation and is particularly useful for identifying any difficulties the students may have. Observation is sometimes the primary means of obtaining data on the learning of students who use nonverbal forms of communication. Making videos is another effective way to gather information on the learning of students with severe difficulties. Videos give teachers more time to reflect on their evaluation and discuss them with other stakeholders based on the documentary evidence.

It is also necessary to talk with the student to gather information. However, interviews with students are only effective if the questions are phrased in such a way that is accessible, understandable and allows them sufficient time to answer. For example, the teacher uses gestures and visual stimuli and accepts several forms of response.

Information may also be gathered informally. Often, during regular classroom activities, teachers can obtain the information they need to intervene effectively simply by observing and questioning their students. These types of spontaneous, informal evaluations allow for interactive regulation in which teachers can provide feedback quickly, so that students can complete their task or improve on what they are doing. This feedback helps students develop their self-regulation skills. It also allows teachers to immediately adjust their teaching approach, for example by clarifying instructions or providing additional explanations.

Although informal evaluation can be useful and beneficial, information must also be gathered formally, using tools such as rubrics and checklists of observable behaviour developed from the program's competency evaluation criteria. Tools that will be used to evaluate the same competency should be designed so as to be usable in different situations, creating a consistent framework conducive to dialogue among school stakeholders working with the student.

The teacher should observe and take notes as the student learns, and the student's most relevant work should be kept on file, so that information is available when needed. The main tools used are the teacher's logbook and the student's portfolio. However, a combination of different tools can be used to record information. This is an effective way to ensure a rigorous approach and accurate judgment.

During a learning and evaluation situation, interpretation and judgment are made in real time, and the resulting decision is translated into immediate adjustments. Before issuing report cards, or at appropriate times during the school year, the information gathered over a given period must be interpreted so that the teacher is able to make a judgment on the student's progress. This involves analyzing the notes taken during observations and summarizing them. The information gathered during a single situation is not reliable enough for teachers to judge the development of a competency and make a decision.

Judgment

Judgment consists in situating the student's progress with respect to a point of reference: the evaluation criteria in a learning and evaluation situation or the scales of competency levels at strategic times. The evaluation criteria, translated into observable elements and adapted to the characteristics of the situation, make it possible to identify the student's strengths and difficulties, which are then used to adjust teaching practices. The scales of competency levels presented in the second part of this guide provide an overall picture of the student's learning. They are useful when making a judgment on the student's level of competency development. The judgment should reflect the student's progress as accurately as possible. The aim is to draw conclusions on the learning acquired based on the information gathered and taking into account factors such as the time allocated, the resources made available and the support provided.

As in other stages of the process, collaboration among teachers developing the same competency is important. It allows them to compare information, discuss its interpretation, and make informed and well-founded judgments based on a common understanding of the program's components.

Decision/action

Once a judgment has been made, the teacher must make a decision. Students can participate in this stage by helping to identify challenges to be addressed in future activities. Decisions are primarily educational in nature and therefore focused on regulating teaching. Hypotheses about the interventions to be made are formulated based on the student's strengths and the aspects that require improvement. For example, the teacher determines that a student has shown little progress in the competency to communicate for some time. To help the student progress, the teacher encourages them to develop strategies to use their assistive technology tools more effectively and more frequently. The decision to provide the student with specific support measures may require the collaboration of a specialist, such as a resource person in the field of information and communication technologies. In some cases, decisions are pedagogical and administrative in nature, such as when the decision involves integrating the student into another group that better meets their needs.

Communication

Decision/action always leads to a communication that allows for appropriate pedagogical intervention. During a learning and evaluation situation, communication with the student may be immediate or delayed. Information about learning achieved over a given period is communicated to the student, their parents and, if necessary, other relevant stakeholders through the report card or other means, such as the student's portfolio, checklists, marked assignments with comments or the agenda.

INFORMED PROFESSIONAL JUDGMENT

In the *Policy on the Evaluation of Learning*, the teacher's professional judgment is considered the cornerstone of the evaluation of learning. This orientation confirms that the evaluation of students is a professional act owing to the decisions that ensue from it. The exercise of professional judgment in teaching is not new. However, competency evaluation and differentiated instruction require a renewal of evaluation practices and greater emphasis on the teacher's professional judgment. Given its importance, this section deals with the exercise of professional judgment and aims to better identify some of its characteristics as well as ways to enhance its quality.

Exercising of professional judgment

Judgment is a complex interpretive process that is essential to decision-making in all areas of human activity. It is complex because it requires the evaluator—in this case, the teacher—to make sense of situations by taking into account social actors, professional values, school cultures and criteria. The exercise of professional judgment by teachers encompasses critical judgment and ethical judgment. The critical dimension of professional judgment involves striving for the highest degree of objectivity. Objectivity is linked to the ability and willingness to set aside one's beliefs, preferences and values in relation to the subject at hand. The ethical dimension calls for transparency and accountability. It manifests itself in the self-regulated behaviour of teachers, which helps them understand, reflect on and choose what is best for each student.

As indicated in the *Policy on the Evaluation of Learning*, professional judgment is at the centre of the evaluation process. Teachers exercise their professional judgment in planning appropriate decision-making strategies and in interpreting formal and informal data that leads them to make a judgment about student learning. This judgment is the culmination of the evaluation process, which calls on the teacher's capacity for reflection and self-criticism at each stage.

Professional judgment is not limited to the evaluation of student learning but also refers to several professional actions that require various types of decision-making. Teachers make decisions about which teaching approaches to prioritize, which teaching methods are best for each student and how to approach parents to communicate information about their children. Teachers can also decide on how to reassure students, knowing that being observed or questioned may cause some students stress, depending on their previous experiences at school or elsewhere.

Ways to enhance the quality of professional judgment

Some of the recommended measures for improving the quality of professional judgment include respecting the values set out in the *Policy on the Evaluation of Learning*, using evaluation practices that are recognized as effective and creating opportunities for professional exchanges between teachers. These measures enable evaluation to truly fulfill its role of supporting students by making it more just, more transparent and more rigorous.

Respecting the values specific to the evaluation of learning

Quality evaluation first requires that the values specific to the evaluation of learning be respected. Justice, equality and equity, which are the fundamental values retained in the *Policy on the Evaluation of Learning*, are interrelated. Without equality and equity, there can be no justice. Added to these are three instrumental values: coherence, rigour and openness, which have a concrete impact on teachers' practices.

Coherence means that evaluation must be directly tied to learning and to the program that structures it. All of the program's components, including the competencies, learning elements and evaluation criteria, must be taken into account. Coherence also requires that a close connection exist between what is being evaluated and the focus of learning.

Rigour is reflected in evaluation that is concerned with accuracy and precision so as to lead to the most accurate judgments possible. This requires that teachers:

- plan learning and evaluation situations that are adapted to students' abilities and consistent with the program
- use evaluation tools that are appropriate for the learning and evaluation situations
- record relevant information and in sufficient quantity
- interpret the data according to the evaluation criteria
- make decisions and take actions that will help the student progress

Openness means that teachers must inform students of what is expected in terms of learning, as well as the criteria and requirements that will be applied. It also means explaining to students and parents the judgments and decisions made regarding their learning. The information must be accessible and understood by those who receive it. Quality information must also be accessible to the other stakeholders concerned, depending on the situation.

Implementing evaluation practices recognized as effective

To increase the quality of their professional judgment, teachers use evaluation practices that are recognized as effective by both the scientific community and school stakeholders. These effective practices apply to different stages of the evaluation process. Some relate more to planning, while others relate more to interpretation and judgment.

Relying on official references

When exercising professional judgment, teachers adhere to the orientations of the *Policy on the Evaluation of Learning*. They refer to the program and the standards and procedures for evaluating learning established by the school team. The use of these references helps to regulate teaching and ensures that teachers are on the same page. It is in their interest and that of their students to ensure that professional judgment is based on a number of common references that reduce the possibilities for interpretation.

Analyzing the data gathered

In a competency-based approach, teachers exercise professional judgment based on tasks performed in different contexts that have enabled students to develop their competencies. Data on student learning is collected at different times using a variety of evaluation tools. The various data collected must be analyzed in relation to each other in order to grasp the complexity of the learning that has taken place.

Depending on the goal, teachers can compare the data gathered:

- using a variety of evaluation methods and tools
- at different times over a given period
- with information gathered by other stakeholders

Analyzing data gathered in different contexts increases objectivity by reducing, in particular, any bias that could be caused by a particular approach. However, no means of collecting data is perfect. For example, observation alone cannot reflect a student's learning. In addition, comparative analysis of the data gathered leads to a more comprehensive interpretation of the data and allows for a better assessment of what has been learned. This approach provides a more comprehensive portrait of the student, highlighting strengths and weaknesses that would not otherwise be apparent. It is not enough to have a sufficient amount of data; it must also be detailed and nuanced.

Reducing inevitable subjectivity

Evaluation is about making sense of the data gathered. This inevitably involves a degree of subjectivity. Teachers' judgments are influenced by unconscious factors such as their personal values, beliefs about education, experience and training. External factors also influence their judgment: their knowledge of the student's personal characteristics and previous results, their work environment and their level of fatigue are the most common. Professional judgment is therefore subjective due to the presence of the evaluator as a subject. It is important to be aware of this, to accept it and to adopt measures to reduce subjectivity.

Collaborating

Collaboration among teachers is a means of supporting, validating or adjusting judgment in evaluation. When the evaluation process is shared among everyone who works with the student, each person's contributions help to improve it, ultimately benefiting both the teacher and the student. This increases the credibility of judgments made about the student's learning and ensures that decisions are better informed. Decision-making should not depend solely on the person who interpreted the data gathered and assessed the student's progress. Collaboration among those involved with the student in no way diminishes the responsibility of the teacher, who is responsible for assigning the results that appear on the report card.

Professional discussions among teachers within the framework of formal meetings are another form of collaboration. The school team can schedule meetings for professional exchanges, for example, in its standards and procedures for the evaluation of learning. These moments can be used to share ideas and solve problems related to evaluation practices or lead to the creation of various tools. The meetings can help teachers embrace the desired changes to their practice associated with implementing a new program and improve their skills related to exercising judgment.

CHAPTER 2

Instruments for Interpreting Information: The Scales of Competency Levels

CHAPTER 2 – INSTRUMENTS FOR INTERPRETING INFORMATION: THE SCALES OF COMPETENCY LEVELS

In the CASP-II Education Program, the aim of evaluation is to provide students with the support they need to develop the program competencies. However, the task of monitoring a student's progress over a single year, let alone several years, can be difficult if teachers do not have access to competency development guidelines. The scales of competency levels are therefore designed to help teachers by providing common points of reference for evaluating the six program competencies. The scales represent important elements of the program and are the result of collaboration with experienced teachers and education consultants, as well as specialists in the field of intellectual disabilities.

The scales can be used to interpret the information gathered, make an overall judgment of the student's learning, and situate competency development. By using the scales periodically, teachers can decide whether or not to adjust their teaching and can also set realistic targets for their students. Basically, the scales are learning support tools.

PRESENTATION OF THE MODEL

Scale structure

The scales for each competency all have the same structure. Each one contains five levels, ranging from “Emergent” to “Advanced,” corresponding to the main stages of competency development. The descriptions of the levels are presented in the form of relatively concise portraits of what students can do at each level. The first sentence of each level is comprehensive in nature. It provides an overview of the level of competency by specifying the context or contexts in which students are placed to demonstrate it, whether it be a routine, familiar or new context. The following statements will provide further clarification. A four-point scale (A, B, C, and D) indicating the degree of support provided by an adult is also associated with each level and is used to show the progress made within each level. Figure 3 illustrates the scale structure.

Figure 3: Structure of the Scales of Competency Levels

Level 5 A B C D	Advanced competency
Level 4 A B C D	Proficient competency
Level 3 A B C D	Intermediate competency
Level 2 A B C D	Basic competency
Level 1 A B C D	Emergent competency

**Degree of support provided by an adult
(applicable to each level)**

Key:

- A – No support from an adult
- B – Occasional support from an adult
- C – Frequent support from an adult
- D – Constant support from an adult

Contexts

The term “context” refers to all the conditions that students encounter when developing their competencies and acquiring the learning elements. These conditions include a number of variables, but those most likely to influence students’ actions are the people they meet and the physical environment in which they are placed. These two elements are therefore the variables that have been chosen to identify the contexts in which the students will be placed in order to demonstrate their competencies.

Students interact with many different people: their inner circle, acquaintances and strangers. Their inner circle refers to people whom students see regularly or very often and with whom they have close ties: family, other people in their home, teachers, special educators, classmates, friends, romantic partners, etc.

Students interact less frequently with other people. They meet them periodically and maintain social ties with them. These people are among the student’s acquaintances: school janitor, person designated to accompany students on outings, supervisor and colleagues during a work practicum, game partners at the recreation centre, regular staff at a local store, occupational therapist, etc.

Other people are strangers because the student interacts with them briefly or for the first time. This could be an artist visiting the school, staff from a newly opened business, a passenger on the bus, the leader of a new activity, the person in charge of internships at a company, etc. A person who is initially a stranger to the student may become an acquaintance if they meet regularly. For example, a work

practicum supervisor becomes an acquaintance over time, as does anyone who is unknown to the student when they first meet.

The term “physical environment” includes both place and layout. Students frequent different places. Some locations are familiar because they visit them regularly and their layout remains the same (e.g. classroom, schoolyard), while others are less familiar because they visit them only occasionally (e.g. public library, school nurse’s office, nearby park). A place that is familiar to the student may seem less familiar when its layout has been changed, for example, when the furniture, equipment or visual cues in the classroom or workshop that they visit regularly have been moved.

The explanations provided above enable teachers to establish the characteristics of the contexts in which students will be placed to develop their competencies: a routine context, a familiar context and a new context.

- **A context is “routine”** when the conditions in which students are placed are identical to those encountered on a regular basis. The people who interact with the student are part of their inner circle, and the physical environment in which the action takes place is known to them.
- **A context is “familiar”** when the conditions in which students are placed are similar to those encountered periodically. The people interacting with the student are acquaintances, or the physical environment where the action takes place is less familiar to them.

- **A context is “new”** when the conditions in which students are placed are unfamiliar. The people who interact with the student and the physical environment where the action takes place are unknown to them.

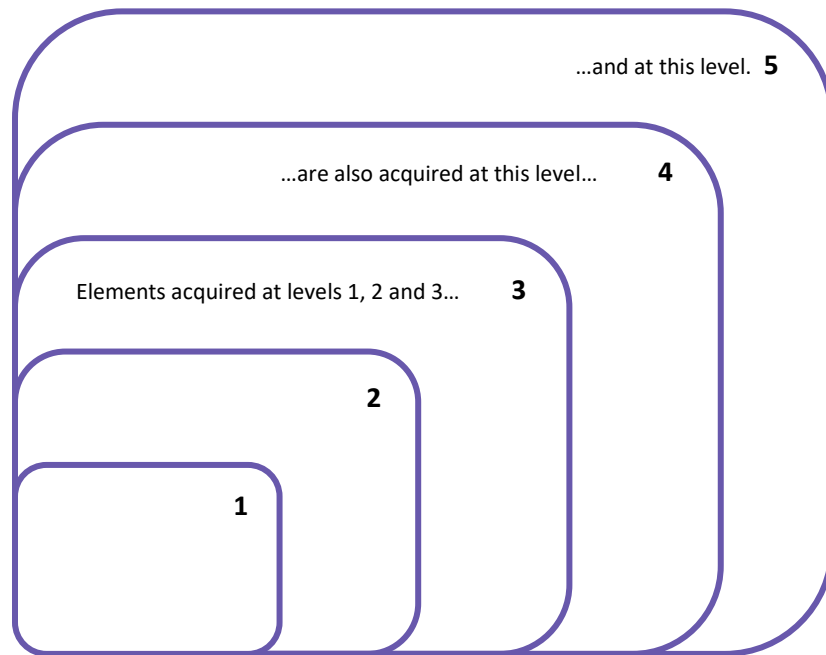
The characteristics of the three contexts are offered as general guidelines. It is important to analyze the specific context of a learning and evaluation situation in light of the student’s previous experiences; over time, a context that is new to a student may become a familiar one.

In general, students learn to exercise their competencies in routine contexts. However, as they develop their competencies, it is important to give them opportunities to exercise them in familiar contexts. Depending on their abilities, and with the necessary support, students should have many opportunities to develop their competencies in new contexts. New contexts offer students more opportunities to develop and apply their ability to adapt. It should be remembered that the definition of competency refers to the ability to transfer learning, which assumes that students will be able to effectively apply what they have learned in a variety of contexts.

Competency levels

The scale for each competency is divided into five levels representing the main stages of competency development. Each level is defined by the most significant behaviours indicative of competency acquisition and typically demonstrated by students who have achieved that level. The level descriptions are worded positively and present the actions the students are able to perform. They are based on the evaluation criteria. The descriptions should not be regarded as exhaustive checklists of elements; on the contrary, what they offer is an overall representation of the competency level. Each description forms a coherent whole. Isolating a statement and comparing it to a lower or higher level would distort its meaning. The scales are complementary to the program and can be used as points of reference when preparing rubrics.

Acquisition of elements from lower levels is implicit in the description of higher levels, as shown in Figure 4. For example, the description of competency level 3 encompasses those of levels 1 and 2, without repeating the manifestations specific to those levels.

Figure 4: The Inclusive Nature of the Scales

The scales provide a series of milestones along which students' competency development can be situated throughout their education. However, the learning process is ongoing and specific to each individual, meaning that the competency levels should not be associated with the student's chronological age. No two students will have exactly the same competencies, nor will they develop their competencies in precisely the same way.

Degree of support provided by an adult

When determining a student's level of competency, teachers must consider the autonomy the student demonstrated during the learning and evaluation situations. A scale associated with each competency level is used to assess this. Before these scales are introduced, however, it is important to review the conditions for exercising a competency in order to clarify what is expected of the student in terms of autonomy. To develop and demonstrate a competency, students must complete meaningful tasks of varying complexity and duration. The task to be completed must be a realistic challenge, and the conditions for completing it must be similar to those encountered in everyday life or at work. Students may use various material resources and ask for help or feedback. At appropriate times, the teacher interacts with the student without intervening to help them complete the task. For example, the teacher may:

- ask questions without directing the student toward an answer (e.g. "What could you improve?")
- offer a gesture or words of encouragement to help them persevere or to validate their work
- exercise supportive supervision to reassure the student
- provide a reminder to refocus the student's attention on the task (e.g. point to the time management tool, point to the poster illustrating safety rules)
- remind the student of a similar task that was recently completed

The opportunity to use material and human resources encourages students to persevere and helps them develop self-regulated behaviours. These conditions help them reach their full potential. They are similar to those encountered in everyday life, and even in the workplace. It is therefore necessary to create these conditions during the student's schooling.

Even if the student is placed in optimal conditions to demonstrate a competency, they may still need adult support at different stages of the task. Support refers to assistance provided to the student by an expert adult. The adult intervenes in a way that makes it possible or easier for the student to complete the task they are attempting. The adult provides essential assistance when the student really needs it. The support given to students can be minimal or significant; it can range from a gesture that helps them complete the task to doing one of the steps for them. These interventions aim to provide support tailored to the student's needs so that they are able to complete a task in a given situation and gradually become able to do it on their own, without adult support. The types of support that adults can provide to students, presented in order of increasing importance, are defined in Table 1.

Table 1: Types of Support Provided by an Adult, in Order of Increasing Importance

THE EXPERT ADULT SUPPORTS THE STUDENT BY PROVIDING ASSISTANCE	
Gestural support	
▪ Making one or more gestures to give the student a brief indication that helps them complete the task (e.g. pointing to an image or pictogram in a procedure to show them where they are, pointing to the appropriate tool or procedure to complete the task, giving directions)	
Verbal support	
▪ Asking questions that guide the student toward an answer (e.g. asking them what phrases to use when meeting someone, asking them what symbol indicates that a website is secure) ▪ Giving a clue or element of information (e.g. naming the tool to choose or the procedure to follow, naming the symbol that indicates that a website is secure) ▪ Reminding the student what to do or say (e.g. telling the student how to use a tool or what to do at one of the steps in the procedure, formulating a sentence for the student)	
Physical support	
▪ Initiating a movement that the student then completes ▪ Physically accompanying the student while they perform the movement ▪ Performing the movement for the student	

In order to become more independent, students must gradually learn to draw on their knowledge, familiar techniques and learned strategies to complete a task without adult support. Support is gradually reduced as students progress, until they are ready to complete the task without help. The scale attached to each competency level allows for the student's progress to be tracked. This scale shows that student progress in developing a competency is not just about moving to a higher level. Progress can also be achieved within the levels, as students require less adult help to complete a given task.

Each level contains a four-point scale showing the degree of support provided by an adult.

- A – No support from an adult
- B – Occasional support from an adult
- C – Frequent support from an adult
- D – Constant support from an adult

In other words, students who exercise the competency with “no support from an adult” do not receive any help. Support is “occasional” if given only once in a while, “frequent” if given several times, and “constant” if the student is unable to perform a task without ongoing help from an adult.

The scale measures the student's independence based on the number of times they have received help. It does not provide information on the nature of the help given to the student. This relevant information could be communicated in the “Comments” section of the report card or in another document used in class to inform parents.

Regardless of their competency level, students may at any time:

- benefit from their interactions with the teacher or a resource person (e.g. questions that do not lead the student to an answer, positive comments, supportive supervision, reminders)
- use personalized tools to help them exercise their competencies (e.g. posters, word lists, communication aids, reading and writing aids)
- ask for help when faced with a difficulty or ask for feedback, if needed, thereby demonstrating self-determined behaviour

Given the wide differences in abilities, the rate of progress within each level will vary among students. Not all students will necessarily attain all four points at each level, as shown in the following examples:

- A student remains at point D in level 2 for some time, and then achieves a sudden breakthrough and moves directly to point B.
- A level 1 student progresses steadily through all four points.
- Two students reach level 4; one of them needs occasional support from an adult to complete the task (point B), while the other requires constant support (point D).
- When a student reaches levels 4 and 5 on the scale, adult support is geared toward completing more complex tasks. However, support should decrease as the student develops the competency, as in the other levels.

Students who complete tasks without adult support certainly demonstrate autonomy. However, their autonomy cannot be measured solely by the number of times they have or have not received help to complete tasks in a learning and evaluation situation. Autonomy refers to the student's ability to make decisions, implement those decisions and satisfy their needs. This concept of autonomy assumes that students acquire a wide range of skills and attitudes, including those that enable them to learn to make choices or ask for help or feedback at the right time. Students thus demonstrate their motivation to learn and better meet their needs.

DEVELOPMENT OF THE SCALES

In the CASP-II Education Program, evaluation focuses on the competencies as the learning targets and is intended to support learning. Each student is encouraged to develop their competencies according to their acquired knowledge, abilities and needs. With this in mind, the development of the scales consisted in creating tools for teachers that include different levels of each competency's development along a continuum, without specifying a level to be achieved during or at the end of the student's educational path.

The focuses of the six competencies prescribed in the program served as the basis for developing the scales. First, for each competency, manifestations likely to demonstrate a certain level of competency development were generated for each of the evaluation criteria. Then, the manifestations deemed most typical of the competency were selected and classified into five levels, and a text was written for each of them. The first sentence presents the general characteristics of the level to situate it within the hierarchical structure of the scale.

At certain stages of their development, the scales were reviewed by experts in the field of intellectual disabilities as well as a committee of experienced teachers and education consultants. These consultations had two objectives: to identify behaviours that are significant in the development of each competency and to position them on the five-level scale. The experts consulted were asked to analyze the description of each level of the scale. Their comments and suggestions were then used to make adjustments. Questionnaires were developed for the committee of teachers and education consultants. For each competency, the questionnaire provided a list of the statements used to describe each level of competency, presented in randomized order. The teachers and education consultants were asked to estimate the level of competency required to perform the action described in each statement. Table 2 shows a translation, from French into English, of some of the statements in the questionnaires.

Table 2: Examples of Statements Included in the Questionnaire for the Competency Communicates

COMMUNICATES								
		Manifestations deemed typical of students who have achieved a level of competency that is . . .					Manifestations . . .	
Manifestations		Emergent	Basic	Intermediate	Proficient	Advanced	To clarify	To eliminate
Criterion – Demonstration of their understanding of the messages received								
1	Their responses and reactions demonstrate an understanding of simple requests, instructions and information related to everyday activities.	1	2	3	4	5		
2	Their responses and reactions demonstrate a good understanding of the verbal messages addressed to them.	1	2	3	4	5		

The teachers and education consultants first completed the questionnaires individually before participating in a meeting. In preparation for the meeting, their responses were analyzed so as to identify convergent and divergent opinions regarding the positioning of the statements on the scale. For each competency, a meeting with the committee, divided into two groups, allowed participants to express their points of view on the relevance, clarity and positioning of the statements on the scale in order to make decisions that would be accepted by the majority. Some statements were removed, while others were reworded. The indicators selected for the scales were sorted according to the level most frequently mentioned by the teachers and education consultants. As a final step, the new version of the scales was reviewed by a small group of teachers and education

consultants who had participated in the committee. Their comments were used to make final adjustments to the scales.

Throughout the process of developing the scales, the following criteria guided the work:

- compliance with the program
- relevance of the elements selected
- clarity of the descriptions
- consistency within each competency level and between levels
- observability of the elements selected
- clarity of distinctions between the competency levels
- consistency between the competency levels of the six scales

USING THE SCALES

The scales of competency levels are designed as references that teachers may use when making a judgment on a student's competency development progress, for example, before producing a report card or at other strategic times in the school year. Use of the scales requires a thorough understanding of the focus of the competency, the evaluation criteria and the learning elements. For the scales to be used effectively, it is essential to also understand the meaning given in this chapter to routine, familiar and new contexts, as well as the degree of support provided by an adult.

Teachers are responsible for making a judgment on the student's level of competency, but it is also desirable to consult with other stakeholders. Teachers consider the information they have gathered in order to judge the student's competency and associate it with a competency level. The judgment should be general in nature, since the scales are not designed to be used analytically. A point-by-point correspondence between the information gathered and the statements in the scale is not desirable. Once the student's competency level has been established, the teacher makes a judgment on the degree of support required by the student to perform the tasks.

The student's competency level and the degree of support required are communicated to parents through the report card. Information on the report card can be found in the next section of this guide. The scales can also serve as a means of communication between the school's teachers, to help them coordinate their planning. Moreover, if a student changes schools, their new teachers can use the information provided in the scales of competency levels to ensure continuity by taking prior achievements into consideration.

The scales provide information on the level of complexity of the tasks that students should be asked to perform, and the resources to be used, depending on their competency level; however, they do not replace the program. Each scale must be understood in light of the focus of the competency, its key features, the evaluation criteria and the associated learning elements. Therefore, when planning, teachers refer to the program to determine the elements to be considered for competency development and evaluation.

The scales of competency levels can also be used as a communication tool at parent-teacher meetings. For example, teachers can explain and illustrate aspects of a student's competency using anecdotal information that will enable the parents to understand the progress made. All information given to parents should be worded in positive terms.

CHAPTER 3

Communicating with Students and Parents

CHAPTER 3 – COMMUNICATING WITH STUDENTS AND PARENTS

In accordance with the principle of openness, communicating the learning achieved by the student is one of the objectives of the evaluation process. In class, the teacher regularly informs the student on the quality of their work and the progress they have made by providing them with feedback. In addition to providing feedback to the student, the teacher must also regularly inform their parents of their progress. Report cards are the primary means of communicating information to parents about their child's progress in developing the competencies. They are also used to inform the relevant stakeholders and administrators. The report card is a formal means of communication; it is a requirement set out in the *Basic school regulation for preschool, elementary and secondary education*.

Given the important role parents play in their children's progress, schools need to use other means of communication that provide them with more information than a report card alone. These informal means of communication must be used systematically so that parents can draw on them to help their children succeed. No information contained in the report card should come as a surprise to the student or their parents. Using a variety of communication methods other than the report card can ensure that this does not happen.

THE REPORT CARD

Among the means of communication used, the report card plays an important role because it provides students and parents with official information on what has been learned during a given period. Although it is written according to standards, the report card still acts as a learning aid. It allows parents and relevant stakeholders to monitor the child's progress and make decisions that will help them along their educational path. With this in mind, information provided in the report card must be clear, relevant and sufficient to reliably reflect the student's learning achievements.

The Annual Directives set out the procedures for the number of competencies to be evaluated at each term of the school year. However, the school determines which competencies will be evaluated each term as part of establishing its own standards and methods for the evaluation of learning.

The results presented in the section of the report card prescribed by the Annual Directives are expressed using two grades, according to the following legend:

Level of competency

5	Advanced competency
4	Proficient competency
3	Intermediate competency
2	Basic competency
1	Emergent competency

Degree of support provided by an adult

A	No support from an adult
B	Occasional support from an adult
C	Frequent support from an adult
D	Constant support from an adult

For each competency evaluated, the student's competency level and the degree of support provided by an adult are indicated. Additional space is provided in the report card for comments by the teacher explaining the student's competency development results. Teachers can choose elements from the scales of competency levels to illustrate the student's strengths and any aspects that need improvement. They can also add information on the degree of support given to the student, the observation context, the resources used and any challenges encountered. Figure 5 shows how results and comments may be presented in the report card at the end of a school year.

Figure 5: Examples of Results and Comments in a Report Card at the End of a School Year

	Term 1		Term 2		Term 3	
Communicates	2	C			2	B
Comments Strength: Your child is understood by the people they interact with regularly. Adult support provided: Pointing to the communication aid to use.						
	Term 1		Term 2		Term 3	
Uses information					3	C
Comments Strength: Your child finds information or products that interest them in frequently used sources of information (e.g. the weather on a tablet app, their favourite music on a website they know). Requires work: Asking for help to consult a new source of information.						
	Term 1		Term 2		Term 3	
Interacts with others	3	C			3	B
Comments Strength: Your child makes contact with people they know well by greeting them and starting conversations. Adult support provided: Reminding them of the appropriate behaviours when interacting with people they don't know very well.						

	Term 1		Term 2		Term 3	
Acts methodically			4	C	4	C
Comments Strength: Your child completes tasks by following all the steps of the procedure. Requires work: Finding the necessary materials before starting the task and keeping an eye on the time to finish it within a reasonable time frame.						
	Term 1		Term 2		Term 3	
Acts in a safe manner			2	B	2	A
Comments Strength: Your child applies safety rules by following instructions during frequently performed tasks or activities. Adult support provided: Reminding them of the instructions using visual aids.						
	Term 1		Term 2		Term 3	
Participates in contributive activities			2	C	2	C
Comments Strength: Your child chooses to try out the activity they like best from among those that are offered. Adult support provided: Identifying one success and one difficulty that they encountered during the activity.						

OTHER MEANS OF COMMUNICATION

For students with an individualized education plan, the *Basic school regulation for preschool, elementary and secondary education* requires that parents be informed of their child's progress at least once a month. It is up to schools to choose when and how to do this. However, regardless of the method chosen, it is essential that information about their child's progress and difficulties be communicated to them regularly between report cards and that it be structured and meaningful.

Ideally, teachers at the school should consult with each other when deciding on the means that will be used to communicate regularly with parents about a child's learning. Parents will find it easier to understand the information provided if it is presented in a systematic manner and covers recurring themes. The means of communication chosen must be consistent and realistic. Parents should not be overwhelmed with too much information, as this may render the communication ineffective. Information must be communicated appropriately and at the right times. Schools must ensure that the means chosen are suitable for parents and that they are implemented on a long-term basis. The school could set up a mechanism to review its choices or adapt the means in place to better communicate with parents.

Certain conditions are required in order for the means of communication with parents to be considered effective. It is important to remember that no single means of communication will provide parents with enough information on the range and complexity of their child's progress. It is often necessary to use a combination of different means: written comments, annotations on assignments, the student's portfolio, summary sheets and parent-student meetings.

Written comments on the student's work and in their school agenda

Teachers can record information about the student's work in the student's agenda on a weekly basis or more often, as needed. Information about the student's successes and difficulties must be clear and precise so that parents can understand it.

The portfolio

The student's portfolio is used to record information that reflects the student's achievements and progress. It can take a variety of forms, and its content will vary according to each individual student. Some of the items that are included in the portfolio are chosen by the teacher only, while others are chosen with input from the student. The teacher can help the student with the task of choosing items by dividing them into categories (e.g. best work, hardest task, easiest task, the most fun task). In this way, the portfolio can be used to help develop self-determination, by encouraging students to make choices, consider their own work and, eventually, set goals for

themselves. In this way, the portfolio supports evaluation, whose function is to promote learning.

The student's portfolio can serve as a means of communication with parents. To be useful to parents, it must be organized in a logical manner; information can be grouped by competency or subject area, or presented in chronological order. The portfolio includes student work that demonstrates competency development, such as assignments, photos or videos. The learning elements evaluated in the different complementary and life areas can be presented. The portfolio also includes feedback from the teacher, allowing parents to monitor their child's progress. The student's strengths and any aspects requiring further work are shown. The portfolio can also mention the help that parents can give to ensure their child's success. When used properly, the student's portfolio is the most effective tool for tracking progress and identifying persistent difficulties. It can be given to parents before report cards are issued or at other times deemed appropriate.

The summary sheet

Teachers may inform parents by summarizing the learning achieved by a student over a given period. The student's strengths and areas for improvement are clearly presented in a summary sheet. This summary sheet may include comments from teachers, highlighting the student's most important achievements or mentioning areas requiring work (e.g. knowledge, skills, strategies, procedures, techniques). The summary sheet can be inserted into the student's portfolio or sent to parents on its own, as needed.

Parent-teacher meetings

Although the portfolio or summary sheet can be sent to parents to inform them of their child's progress, they can also be used at parent-teacher meetings, in the presence of the student, such as when report cards are handed out. Meetings are even more effective if the student participates. To participate fully, the student must be prepared and the parents must be informed of the meeting's agenda.

To prepare, students review their portfolio with the help of their teacher. They add or remove items and choose which ones to show their parents. Their favourite pieces are easily identifiable so that they can recognize them during the meeting. To practise, students can present their portfolio to their teacher or another adult who acts as a parent and asks them questions, congratulates them or asks them to explain the difficulties they encountered.

During the meeting, discussions should focus on the content of the portfolio or samples of work that illustrate what has been learned and any difficulties encountered, rather than on the marks in the report card. The student presents their portfolio, pointing out certain achievements to their parents, who are invited to respond. The teacher adds information, if necessary, or answers the parents' questions. Toward the end of the meeting, parents learn about the next challenges their child will soon face. They agree with their child and the teacher on the steps to take at home to help them overcome these challenges. At the end of the meeting, parents and students are invited to give their feedback, including their level of satisfaction, sense of pride, adjustments to be made to the next meeting, etc.

CHAPTER 4

Evaluation of the Competency ***Participates in contributive activities***

CHAPTER 4 – EVALUATION OF THE COMPETENCY *PARTICIPATES IN CONTRIBUTIVE ACTIVITIES*

As part of the CASP-II Education Program, students are required to develop the competency *Participates in contributive activities*. To develop this competency, students must actively engage in a process that allows them to learn how to choose a contributive activity within their capabilities, experiment with it and assess their participation. This process corresponds to the three key features of the competency. During the experimentation stage, students complete practicums at school or in other settings. The duration of the practicum depends on the student's abilities, interests and the opportunities available in the community. Developing the competency *Participates in contributive activities* requires the collaboration of several stakeholders, some of whom may be outside the school. Teachers are provided with suggested strategies and resources to support the evaluation of this competency, even though the evaluation process remains the same as for the other competencies.

Throughout their schooling, students should discover different opportunities for contributive activities that will enable them to make informed choices about their participation in society. If conditions allow, students should engage in a process leading to participation in a contributive activity for each year of schooling. Repeating this process should enable them to gradually choose a contributive activity suited to their personal profile.

To support students in developing the competency *Participates in contributive activities*, assessments are scheduled at appropriate times. The teacher remains responsible for evaluation, even if activities take place outside the classroom or school. Evaluations are carried out in collaboration with the student and the people assisting them, i.e. the school support person and the practicum supervisor. Teachers use the program's evaluation criteria and ensure that their judgments and decisions are consistent with the evaluation process. The evaluations allow for the regulation of the student's learning process and the teacher's pedagogical approach.

PLANNING

Teachers plan evaluation of the competency *Participates in contributive activities* in the same way as for other competencies. Nevertheless, when planning evaluation, teachers must take into account the specific nature of this competency, which students develop through experiences at school and outside school with various stakeholders. Teachers must also consider various factors when planning the practicum, particularly those related to organization and student support. Appropriate planning of evaluation and of the practicum is essential in order to monitor students and promote their integration into the community.

Planning evaluation

When planning evaluation, teachers must first determine the focus. In this case, the competency *Participates in contributive activities* is the main target. However, by participating in a contributive activity, students are called upon to practise and develop other competencies as well—particularly the competencies *Communicates* and *Interacts with others*. These two competencies are recognized as essential for better integration into the workplace. The teacher decides whether these two competencies will also be evaluated. The evaluation criteria are chosen based on the student's abilities and needs.

Planning also involves deciding collaboration methods within the practicum setting and then establishing appropriate ways for information to be gathered and interpreted, as well as making judgments and decisions. Here are some examples of collaboration methods and ways to gather and record information.

Collaboration methods within the practicum setting

- Set times for making observations in the workplace.
- Organize meetings with the student, the school representative and the practicum supervisor.
- Agree on the tools that will be used to record information about the student's participation.

Ways to gather information

- Interview the student.
- Observe the student in the workplace.
- Film the student while they are performing a task or participating in an activity.
- Analyze the student's work in relation to the requirements.
- Talk to the school support person and the practicum supervisor.

Tools for recording information

- Teacher's logbook
- Student's logbook or portfolio
- Observation checklists

Planning the practicum

To ensure that students have an enriching experience, teachers build partnerships within the practicum setting by establishing communication and follow-up procedures. Depending on the setting, teachers may:

- appoint a person to act as liaison between the school and the practicum setting
- discuss the student's abilities and the intervention strategies most conducive to their integration with the practicum supervisor
- define the roles and responsibilities of each person assisting the student
- agree on the conditions for the practicum:
 - mode of transportation to be used
 - schedule and duration
 - mechanisms for welcoming the student
 - activities planned for the student
 - expected behaviours
 - supervision of tasks
- establish a schedule of meetings between the student, the school support person and the practicum supervisor
- set up a traditional or digital communication tool to facilitate communication between the school and the practicum setting

INFORMATION GATHERING AND INTERPRETATION

Information is gathered at every stage of the process, during classroom activities and in the workplace. The teacher collects and records information using the methods and tools chosen during the planning stage. This information is gathered in collaboration with the school support person and the practicum supervisor. It enables the teacher to help the student participate in a contributive activity and to provide feedback. Suggestions for interventions and evaluation at each stage of the process are provided below.

Choosing a contributive activity

Teachers encourage students to participate in choosing their contributive activity. They help students recognize their areas of interest and strengths by explicitly naming them, asking open-ended questions or engaging them in activities. The teacher suggests activities that correspond to the student's areas of interest and strengths and encourages them to choose the one they like best. Various methods can be used to help students choose a practicum setting:

- Provide them with information about the setting.
- Visit the setting with them, either virtually or in person.
- Give them the opportunity to perform a task that they might be asked to do in the setting.

At this stage of the process, the teacher collects and records information related to the criterion *Selection of a contributive activity aligned with their personal characteristics*. This information relates to the student's knowledge of their areas of interest and strengths and their ability to choose a contributive activity.

Experimenting with the contributive activity

During the experimentation period, students complete the tasks assigned to them and participate in group activities or meetings. They are placed in conditions that are conducive to carrying out the activities. Material resources are easily accessible. The teacher, school support person or practicum supervisor provide the necessary assistance at the appropriate time. These individuals ensure that students are familiar with the requirements of the tasks to be performed and the appropriate safety rules. They may demonstrate the task, highlight each step to be completed or remind students of instructions for using a tool. They also support students in terms of the behaviours they need to adopt to meet workplace expectations and comply with social norms.

During the experiment, the teacher provides feedback to the student. Their successes are highlighted and strategies for overcoming difficulties are suggested. The student is invited to share the tasks they enjoy doing and their favourite activities. If necessary, the teacher checks with the student to see if they want to continue or stop the experiment.

The teacher gathers information related to two criteria: *Ability to meet workplace expectations* and *Compliance with the appropriate safety rules and social norms*. The information to be recorded is chosen based on the student's specific learning and evaluation targets at different stages of the experiment. The teacher may record information on the following elements:

- demonstration of appropriate workplace behaviours
- consideration of the requirements associated with the task
- interest in the assigned task
- compliance with safety rules
- compliance with social norms
- effectiveness of means used to communicate with colleagues or the supervisor
- manner of interacting with others in formal and informal situations
- comments made by the student, supervisor or other person in the practicum setting

Assessing their participation

At the end of the contributive activity, the teacher reviews the student's participation by talking with them, asking them questions or sharing words of appreciation. This information helps the student recognize what they have learned, their successes and the difficulties they encountered. The teacher lists the positive effects of participating in a contributive activity to help students gradually recognize the benefits for themselves. The teacher encourages the

student to confirm or rule out their interest in this activity. The teacher checks with the student to see if they are interested in repeating the experience or trying another contributive activity that matches an area of interest or allows them to discover a new one. The student can tell the teacher their decision immediately or at another time. This step allows the student to get to know themselves better and become more involved in choosing their next contributive activity.

The teacher gathers information related to the evaluation criterion *Appropriate assessment of their participation in a contributive activity*. The information gathered relates to the student's ability to recognize their successes and difficulties, their areas of interest and the benefits of participating in an activity.

JUDGMENT

The teacher analyzes and interprets the information gathered and recorded during the contributive activity to make a judgment on and summarize the student's learning. A sample practicum summary sheet is provided in Appendix I. It has three sections: *Information on the practicum*, *Evaluation rubric* and *Additional information*. This tool allows various pieces of information to be compiled in order to report on the student's participation in contributive activities and to track their progress. The summary sheet can be inserted into a logbook or portfolio reserved for the competency *Participates in contributive activities*.

Summarizing the student's learning in the context of the contributive activity allows the teacher to:

- identify the student's strengths and areas for improvement in relation to the competency evaluation criteria
- plan future learning activities to help the student improve
- help the student choose their next contributive activity

After each participation in a contributive activity, the teacher meets with the student to help them recognize their strengths and areas needing improvement, as well as the next challenges to be met. To highlight the value of their participation in this contributive activity, the teacher can work with the student to prepare a summary of their experience to present to potential employers. The example presented in Appendix II shows how information on the student's participation in contributive activities may be compiled. It includes information on the student's personal profile, which can be updated, and a list of their experiences.

CHAPTER 5

Reviewing Standards and Procedures for the Evaluation of Learning

CHAPTER 5 – REVIEWING STANDARDS AND PROCEDURES FOR THE EVALUATION OF LEARNING

The CASP-II Education Program follows a competency-based approach, which entails significant changes in terms of student learning and evaluation. As a result, schools must update the evaluation standards and procedures they have adopted in recent years. This section of the guide is intended to help school teams in this process. It begins with a reminder of the main features of the local framework with regard to establishing standards and procedures for the evaluation of learning, which is the responsibility of the school. Then, examples of standards and procedures are provided. These proposals are in keeping with the guide developed for schools and educational organizations with respect to renewing the local framework for the evaluation of learning.¹

BRIEF REMINDER OF THE CHARACTERISTICS OF EVALUATION STANDARDS AND PROCEDURES AND THEIR PURPOSE

The purpose of establishing standards and procedures for the evaluation of learning is to ensure consistency between local policy and ministerial frameworks on the evaluation of learning, the main ones being as follows:

- *Education Act*
- *Basic school regulation for preschool, elementary and secondary education*
- CASP-II Education Program
- Annual Directives
- *Policy on the Evaluation of Learning*
- *Policy on Special Education*

¹ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Renewing the Local Framework for the Evaluation of Learning: Guide for Schools and School Boards* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006), https://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/13-4604A.pdf.

A standard is an objective criterion that is based on ministerial frameworks. It is established through consensus within the school team, leading to decisions regarding the evaluation of student learning. A procedure specifies the conditions for applying the standard based on the evaluation responsibilities of the various stakeholders. A standard and a procedure may be revised as necessary.

There are two types of procedures:

- Procedures related to legal requirements
Example: Each term, the report card shows results for at least two competencies.
- Procedures that add value to a collaborative approach to evaluation
Example: Each term, teachers meet to develop a shared understanding of the evaluation criteria and the scales of competency levels.

Evaluation standards and procedures related to legal requirements must be revised as soon as possible when a new program or changes to legal requirements are introduced. Other standards and procedures are adjusted to evaluation practices that evolve over time. The procedures, which add value, must be discussed with a view to reaching consensus and adopting them in the short or medium term, depending on the characteristics of the school.

The standards and procedures for the evaluation of learning indicate the guidelines adopted for evaluation practices in the school. They are established according to the different stages in the evaluation process, which consist of planning, information gathering and interpretation, judgment, and decision/action. Informing students and their parents is also a step in the evaluation process; the means of communicating this information are part of the standards and procedures. Changes are made to certain standards and procedures to take into account the specificities of their application during a school year.

In addition to ensuring consistency between local policies and ministerial frameworks, establishing standards and procedures for the evaluation of learning has several advantages. They enable teachers to adopt a common vision of what competency evaluation looks like and which evaluation practices to use. They help inform parents and students about the evaluation practices in place at the school.

TAKING THE CASP-II EDUCATION PROGRAM INTO ACCOUNT IN THE STANDARDS AND PROCEDURES FOR THE EVALUATION OF LEARNING

The school team must thoroughly review and update its standards and procedures for the evaluation of learning to reflect the CASP-II Educational Program. The examples of standards and procedures presented in Appendix III relate to all stages of the evaluation process and can serve as a starting point for this work. They take into account the orientations of the CASP-II Educational Program and the *Policy on the Evaluation of Learning*, as well as legal requirements. The examples are provided as suggestions to stimulate reflection and support decision-making.

The school's review team will decide how it wishes to make use of these suggestions. Depending on the specific characteristics of the school, the team may choose to adopt or modify the proposed standards and procedures, or add others. It is important to ensure that the standards and procedures respond to the various questions that parents, students, and teachers may have regarding the evaluation of learning. In addition, they must accurately reflect the reality of the school's evaluation practices. Finally, they must comply with the provisions set out in the Annual Directives.

Part II – The Scales of Competency Levels for the Program's Six Competencies

CHAPTER 6

The Scales of Competency Levels

CHAPTER 6 – THE SCALES OF COMPETENCY LEVELS

COMPETENCY 1 – COMMUNICATES

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to communicate.

The learning and evaluation situations must:

- involve a variety of communication intentions, both oral and written
- give rise to interactions with one or more speakers or recipients, known or unknown
- take place in routine, familiar and new contexts
- focus on a topic or theme
- be related to the life areas and complementary areas
- be related to the students' areas of interest
- encourage students to:
 - use communication aids according to their needs (e.g. communication board, mobile app)
 - use reading and writing aids
 - use their reference tools (e.g. word bank, thematic dictionary)

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Communicates*
- Evaluation criteria
- Learning elements:
 - associated with the complementary area English Language Arts
 - associated with the complementary area *Mathematics*, in the categories of *Reading, writing and meaning of information in number form* and *Reading, writing and meaning of numbers*
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recall a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 1 – COMMUNICATES

Scale of Competency Levels

Level 1 – Emergent competency

The student understands and produces a limited number of oral messages on everyday topics in routine contexts and sometimes in familiar contexts.

Responds or reacts in a way that shows an understanding of certain elements of common requests, questions and instructions. Expresses needs, preferences, emotions, agreement or refusal through sounds, words, nonverbal language, a communication aid or a combination of these means. Is generally understood by people with whom they interact regularly. Makes eye contact, uses facial expressions or adopts an appropriate posture to listen to or address the person they are communicating with. Recognizes pictograms and words or numbers that are meaningful to them in routine contexts.

Level 2 – Basic competency

The student understands and produces oral and written messages on everyday topics in routine contexts and in familiar contexts.

Responds or reacts in a way that shows an understanding of common requests, questions, instructions, as well as emotions expressed. Responds briefly to requests for information or questions addressed to them during exchanges. Expresses needs, preferences and emotions using a limited number of words, short learned phrases, nonverbal language, a communication aid or a combination of these means. Makes themselves understood by people they see regularly. Recognizes pictograms, frequently used words, and words and numbers that are meaningful to them in various media. Writes numbers and words that are useful to know or remember, or to provide requested information.

Level 3 – Intermediate competency

The student understands and produces oral and written messages on everyday topics and topics related to their areas of interest in routine, familiar and sometimes new contexts.

Responds or reacts in a way that shows an understanding of simple requests, questions, instructions and information. Shares a few ideas related to the topic and asks simple questions during exchanges. Expresses themselves using frequently used words and short, often incomplete sentences. Repeats themselves or uses another strategy if the other person explicitly shows that they do not understand, without always managing to make themselves understood. Listens attentively. Occasionally stands at an appropriate distance from the other person. Identifies numbers, words and phrases that are interesting or important to them in a short written message with predictable content. Writes words, phrases or sentences from a repertoire to express themselves or provide information. Generally manages to communicate effectively in everyday communication situations using their communication aid.

COMPETENCY 1 – COMMUNICATES

Level 4 – Proficient competency

The student understands and produces oral and written messages on a variety of topics in familiar contexts and sometimes in new contexts.

Responds or reacts in a way that shows an understanding of the general meaning of messages addressed to them. Expresses themselves at the right moment during exchanges, generally staying on topic. Indicates their lack of understanding using gestures or words. Succeeds in making themselves understood by using one or more appropriate strategies if the other speakers explicitly show that they do not understand. Expresses themselves, most of the time, using appropriate words and understandable sentences. Identifies information that enables them to fulfill their reading intention in short written messages consisting mainly of familiar words. Writes a comprehensible message of one or two sentences composed of words or expressions drawn from a repertoire to communicate with others. Asks for help, if necessary, to overcome a difficulty in reading or writing. Is able to communicate effectively orally and in writing using the tool appropriate to their needs and the communication situation from among those suggested.

Level 5 – Advanced competency

The student understands and produces oral and written messages on a variety of topics and in various contexts.

Responds or reacts in a way that shows a good understanding of the messages addressed to them. Expresses themselves in accordance with the topic during exchanges. Sometimes asks questions to obtain more information. Generally manages to adjust to the context of the exchange by using appropriate strategies. Writes short, understandable messages to fulfill various writing intentions. Generally spells personal information and standard phrases correctly. Uses various strategies to overcome difficulties in reading or writing. Chooses the tool that best meets their needs and the communication situation.

COMPETENCY 2 – USES INFORMATION

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to use information.

The learning and evaluation situations must:

- target a variety of educational aims
- take place in routine, familiar and new contexts
- enable students to meet their everyday needs or obtain information related to their areas of interest
- give students opportunities to consult diverse and authentic print and digital sources of information (e.g. advertisements, magazines, newspapers, calendars, movie schedules, menus, websites) as well as reference persons
- encourage students to use applications and assistive features appropriate to their needs, which enable them to exercise their competency to use information with minimal help from others (e.g. visual task sequencers or videos to access a source of information, voice feedback through speech synthesis to support reading digital documents, reader mode to reduce visual distractions on a web page)

In the scale, information sources are classified as “familiar” and “new.”

An information source is considered “familiar” if the following three conditions are met:

- The student consults the information source to answer recurring questions or needs.
- The information source is always presented in the same format, either printed or digital.
- The layout is always the same. The fonts, colours, illustrations, photographs, text and their arrangement do not change.

A source of information is considered “new” if at least one of the following conditions applies:

- A familiar information source is presented in a format or medium that is different from what the student is familiar with.
- The layout of a familiar information source is different from what the student is familiar with.
- The student is consulting the information source for the first time. The information source meets a new need or corresponds to a recent area of interest.
- The student consults a reference person in a particular field.

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Uses information*
- Evaluation criteria
- Learning elements:
 - associated with the complementary area English Language Arts – *Oral Communication, Strategies* category
 - associated with the complementary area English Language Arts – *Reading, Strategies* category
 - associated with the complementary area *Information and Communications Technologies*
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recall a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 2 – USES INFORMATION

Scale of Competency Levels

Level 1 – Emergent competency

The student consults a limited number of familiar information sources in routine contexts and sometimes in familiar contexts.

Expresses a need or area of interest. Skims through the information source provided based on their need or area of interest. Identifies data that is useful or interesting to them. Responds verbally or non-verbally to the data.

Level 2 – Basic competency

The student consults familiar information sources in routine contexts and in familiar contexts.

Selects, from among the frequently consulted information sources available to them, those related to their needs or area of interest by applying an appropriate strategy. Skims through the source and identifies key pieces of information. Selects data that is useful or interesting to them. Responds to the data or acts on it, guided by questions.

Level 3 – Intermediate competency

The student consults familiar information sources and sometimes new information sources in familiar contexts and sometimes in new contexts.

Finds, among frequently consulted sources of information, the source related to their need or area of interest. Accesses the data by applying the main strategies learned. Identifies key pieces of information and selects data that is useful or interesting to them. Asks for help in consulting a new source of information or a reference person. Selects data that is useful or interesting to them or obtains it from the person consulted. Responds to the data or acts on it, asking for help when necessary.

COMPETENCY 2 – USES INFORMATION

Level 4 – Proficient competency

The student consults a variety of information sources in familiar contexts and sometimes in new contexts.

Finds, among the information sources consulted frequently or occasionally, the source related to their need or area of interest. Accesses the data by applying appropriate strategies. Asks for help to find another source of information if the data is not available. Selects data that is useful or interesting to them or obtains it from a reference person. Responds to the data or acts accordingly.

Level 5 – Advanced competency

The student consults a variety of information sources in various contexts.

Finds, among the information sources consulted frequently or occasionally, the source related to their need or area of interest. Accesses the data efficiently by applying appropriate strategies. Makes a decision based on the available data or seeks another source of information if the data is not available. Asks for help when unable to find a relevant source of information. Adjusts actions to the available data, if necessary.

COMPETENCY 3 – INTERACTS WITH OTHERS

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to interact with others.

The learning and evaluation situations must:

- target a variety of educational aims
- take place in routine, familiar and new contexts
- give rise to interactions with one or more people, known or unknown
- encourage interactions in different settings at school and in the community
- allow information to be gathered from different sources: the student, teachers, other specialists, peers, practicum supervisors, parents
- encourage students to use communication aids according to their needs (e.g. communication board, mobile app) to promote their participation in interactions

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Interacts with others*
- Evaluation criteria
- Learning elements:
 - associated with the life area *Personal Care and Well-Being*, in the *Interpersonal relationships* focus of development
 - associated with the life area *Community Life*, in the *Social relationships with members of the community* focus of development
 - associated with the life area *Leisure*, in the *Social relationships in leisure activities* focus of development
 - associated with the life area *Travel*, in the *Social relationships associated with travel* focus of development
 - associated with the life area *Volunteer and Sociovocational Work*, in the *Social relationships* focus of development
 - associated with the complementary area *Information and Communications Technologies*, in the *Digital ethics* category
 - associated with the complementary area *Physical and Sports Activities*, in the *Group physical and sports activities* category
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recall a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 3 – INTERACTS WITH OTHERS

Scale of Competency Levels

Level 1 – Emergent competency

The student interacts with a limited number of people in routine contexts and sometimes in familiar contexts.

Agrees to join in activities with a group of people close to them, at the request of others. Reaches out to loved ones to show that they care about them. Reacts positively when people they know talk to them. Respects the items made available to them. Shows politeness by using common gestures or phrases at the right time.

Level 2 – Basic competency

The student interacts with people they meet in routine contexts and in familiar contexts.

Participates in group activities by taking on assigned tasks. Takes part in social activities at school and in the community when encouraged to do so by those around them. Builds relationships with people close to them. Sometimes reaches out to acquaintances to show their interest in them. Expresses emotions appropriately on certain occasions. Follows the rules of the places they frequent, with reminders if necessary.

Level 3 – Intermediate competency

The student interacts with people they meet in familiar contexts and sometimes in new contexts.

Contributes to teamwork or group projects by taking on assigned tasks or those that interest them. Approaches different people during social activities and in the community, demonstrating appropriate social skills, on some occasions. Establishes relationships with people they meet regularly. Shows appreciation through gestures or words when others help them. Demonstrates through gestures or words their understanding of other people's emotions. Asks for or accepts help to find and apply solutions in conflict situations. Is aware of behaviours that constitute harassment or bullying and of the appropriate way to react. Adopts certain ethical rules specific to social networks, guided by questions. Respects certain social norms that apply to interaction contexts.

COMPETENCY 3 – INTERACTS WITH OTHERS

Level 4 – Proficient competency

The student interacts with different people they meet in familiar contexts and sometimes in new contexts, and establishes interpersonal relationships with some of them.

Contributes to teamwork or group projects with various people and takes on the tasks they have chosen. Makes suggestions to the group. Participates in social activities of their choice, at school or in the community. Approaches different people using appropriate social skills. Establishes relationships with various people. Responds appropriately to the emotions of others. Asks for help when faced with behaviour that is considered harassment or bullying. Adopts certain ethical rules specific to recreational or sports activities. Respects most social norms that apply to interaction contexts.

Level 5 – Advanced competency

The student interacts with people they meet in various contexts and maintains interpersonal relationships with some of them.

Participates in teamwork or group projects in various contexts. Takes initiative in these tasks or projects. Demonstrates social skills that enable them to maintain relationships with various people of their choice. Recognizes when others need help and finds a way to provide it. Expresses their emotions appropriately, even when upset. Seeks help to choose and implement a solution in certain conflict situations. Reacts appropriately to behaviour that constitutes harassment or bullying. Adopts certain ethical rules specific to social networks. Seeks help in asserting their rights when a situation is unfair to them.

COMPETENCY 4 – ACTS METHODICALLY

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to act methodically.

The learning and evaluation situations must:

- target a variety of educational aims
- take place in routine, familiar and new contexts
- enable students to perform tasks related to daily life and community activities
- correspond to daily tasks that enable students to:
 - apply routine and complex procedures in different contexts
 - draw on their knowledge, strategies, techniques and procedures
 - deal with constraints
 - cope with unexpected events
 - meet certain requirements associated with the tasks to be performed
- encourage students to choose and use applications and assistive features that are appropriate for the situation and their needs, enabling them to practise their competency to act methodically while minimizing assistance from others (e.g. personalized tutorials, visual task sequencers or videos, geolocation applications, communication support tools)

To accomplish tasks, students use routine or complex procedures. A procedure is routine if the steps involved in completing a given task are always the same and students can follow them automatically (e.g. printing a document, washing dishes, making a call with a smartphone).

A procedure is complex if it requires students to ask themselves questions at certain stages and to make choices. Students must then mobilize the appropriate resources to adapt to each situation (e.g. paying for a meal, creating a work of art for a contest, using the Internet to find a video that interests them).

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Acts methodically*
- Evaluation criteria
- Learning elements:
 - associated with the life area *Personal Care and Well-Being*
 - associated with the life area *Home Life*
 - associated with the life area *Community Life*
 - associated with the life area *Volunteer and Sociovocational Work*
 - associated with the complementary area *Mathematics*
 - associated with the complementary area *Information and Communications Technologies*
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recalling a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 4 – ACTS METHODICALLY

Scale of Competency Levels

Level 1 – Emergent competency

The student performs a limited number of tasks by following routine procedures in routine contexts and sometimes in familiar contexts.

Pays attention to the task description and identifies some of the materials needed to complete it. Takes the materials to be used according to the verbal instructions given. Carries out the steps of the routine procedure one at a time. Uses some common techniques, tools or equipment appropriately some of the time. Repeats a step to learn how to meet certain requirements.

Level 2 – Basic competency

The student performs tasks by following routine procedures in routine contexts and in familiar contexts.

Demonstrates through gestures or words that they understand the purpose of the task to be performed. Takes the necessary materials and arranges them according to the verbal instructions given. Performs all steps of the routine procedure at hand, with a few reminders. Uses common techniques, tools or equipment appropriately some of the time. Asks for help when faced with an unexpected situation. Sometimes completes the task within a reasonable time frame, using the instruments provided to keep track of time. Repeats steps to learn how to meet certain requirements, guided by questions.

Level 3 – Intermediate competency

The student performs tasks by following routine procedures and sometimes complex procedures, in familiar contexts and sometimes in new contexts.

Selects the appropriate routine procedure and gathers the necessary materials to complete the task. Organizes materials according to the task and available space, guided by questions. Uses a known method to ensure that all steps in the procedure are followed. Asks for help to complete certain steps in a complex procedure. Uses common techniques, tools or equipment appropriately. Completes the task within a reasonable time frame, referring to a time management tool with reminders. Repeats steps to achieve a result that meets certain requirements, guided by questions.

COMPETENCY 4 – ACTS METHODICALLY

Level 4 – Proficient competency

The student performs a variety of tasks by following routine and complex procedures in familiar contexts and sometimes in new contexts.

Demonstrates understanding of the task to be performed through gestures and words. Selects the appropriate routine or complex procedure and gathers the necessary materials to complete the task. Selects an appropriate means of ensuring that all steps in the procedure are followed. Uses the required techniques, tools or equipment in a generally appropriate manner. Occasionally asks for help to complete certain steps in a complex procedure. Applies a known strategy to deal with the unexpected or asks for help when really needed. Adjusts certain methods to achieve a result that generally meets requirements, guided by questions. Completes the task within a reasonable time frame, referring to a time management tool.

Level 5 – Advanced competency

The student performs a variety of tasks by following the appropriate procedures in various contexts.

Selects the procedure and materials best suited to the situation. Ensures that all steps in the procedure are followed, using appropriate means when necessary. Uses the required techniques, tools or equipment with reasonable effectiveness. Organizes materials according to the task and available space. Adjusts certain methods to achieve a result that meets requirements, guided by questions if necessary. Recognizes areas for improvement based on feedback received.

COMPETENCY 5 – ACTS IN A SAFE MANNER

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to act in a safe manner.

The learning and evaluation situations must:

- target a variety of educational aims
- take place in routine, familiar and new contexts
- correspond to real or simulated situations that enable students to:
 - apply their knowledge, strategies, techniques and procedures
 - be confronted with signs of danger and emergency situations
 - deal with unexpected events related to their safety
- encourage students to use applications and assistive features appropriate to their needs, which enable them to exercise their competency to act safely while minimizing assistance from others (e.g. directory of contacts, location tracker, audio-visual itinerary, timer, audio reference)

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Acts in a safe manner*
- Evaluation criteria
- Learning elements:
 - associated with the life area *Personal Care and Well-Being*, in the focus of development *Safety in personal care and well-being*
 - associated with the life area *Home Life*, in the focus of development *Safety at home*
 - associated with the life area *Community Life*, in the focus of development *Safety in the community*
 - associated with the life area *Leisure*, in the focus of development *Safety in leisure activities*
 - associated with the life area *Travel*, in the focus of development *Safe travel*
 - associated with the life area *Volunteer and Sociovocational Work*, in the focus of development *Safety in a work setting*
 - associated with the complementary area *Information and Communications Technologies*, in the category *Safety when using information and communications technologies*

- associated with the complementary area *Physical and Sports Activities*, in the category *Safety in physical and sports activities*
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recall a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 5 – ACTS IN A SAFE MANNER

Scale of Competency Levels

Level 1 – Emergent competency

The student demonstrates safe behaviours in routine contexts and sometimes in familiar contexts.

Knows at least one safety behaviour to adopt during everyday activities and tasks. Applies certain safety rules by following verbal instructions given to them. Recognizes one safe behaviour to maintain or one unsafe behaviour to change, guided by questions.

Level 2 – Basic competency

The student demonstrates safe behaviours in routine contexts and in familiar contexts.

Knows some safe behaviours to adopt during everyday activities and tasks. Applies safety rules by following the instructions given. Knows the relevant procedures or strategies to follow when there is a sign of danger or in an emergency. Recognizes one safe behaviour to maintain and one unsafe behaviour to change, guided by questions.

Level 3 – Intermediate competency

The student adopts safe behaviours in familiar contexts and sometimes in new contexts.

Knows the main safety behaviours to adopt and the consequences of at least one unsafe behaviour in everyday activities and tasks. Applies the required safety rules with a few reminders. Asks for help in choosing a preventive measure and putting it into practice. Applies some known strategies for using the Internet safely, guided by questions. Recognizes safe behaviours to maintain and unsafe behaviours to change.

COMPETENCY 5 – ACTS IN A SAFE MANNER

Level 4 – Proficient competency

The student anticipates and adopts safe behaviours in familiar contexts and sometimes in new contexts.

Knows the consequences of the main unsafe behaviours in everyday or occasional activities and tasks. Applies most of the safety rules required by the situation. Implements preventive measures in everyday activities. Occasionally asks for help in choosing the most appropriate preventive measure for the situation. Applies a known procedure or strategy when there is a sign of danger or in an emergency, or asks for help when really needed. Recognizes safe behaviours to maintain and unsafe behaviours to change to ensure their own safety and that of others, guided by questions.

Level 5 – Advanced competency

The student anticipates and adopts safe behaviours in a variety of contexts.

Knows safe behaviours to adopt and the consequences of unsafe behaviours in everyday or occasional activities. Applies the safety rules required by the situation. Uses relevant strategies to use the Internet safely, guided by questions as needed. Recognizes safe behaviours to maintain and unsafe behaviours to change to ensure their own safety and that of others.

COMPETENCY 6 – PARTICIPATES IN CONTRIBUTIVE ACTIVITIES²

Before determining the level of competency development, the teacher ensures that they have observed the student in a variety of learning and evaluation situations that have allowed the student to practise and demonstrate their competency to participate in contributive activities.

The learning and evaluation situations must:

- take into account the personal characteristics of students, so as to encourage their involvement in the process
- enable students to discover certain realities of volunteer and sociovocational work
- include a plan for the process, containing the following elements:
 - tools for gathering information from different sources (e.g. observation checklist, outline to interview the student and the reference person in the workplace)
 - scheduled meetings to review with students and partners the successes and challenges encountered during and at the end of the experiment
- allow students to:
 - participate in each stage of the process
 - try out contributive activities in new contexts to increase their chances of discovering other areas of interest
 - discover the benefits of participating in contributive activities that match their areas of interest
 - become aware that their areas of interest are evolving

To participate in contributive activities, students need help from their teacher and other resource persons from the school and the practicum. These individuals ensure that students have access to the human and material resources needed to exercise their competency. In addition, these individuals provide support to promote the student's participation at strategic moments in the process. For example, students will need help from their teacher to recognize their strengths and limitations, make decisions and implement them, adjust to a new environment, and recognize their contribution. Even if students receive help from various people, they must play an active and central role at all stages of the process.

² The term “contributive activities” refers to activities involving the production of goods or services that are of use to the community, in a setting other than the family. Contributive activities may take the form of volunteer work, a practicum, a work program or a job. They enable people to integrate into society while developing their competencies and gaining self-esteem through work.

Understanding of program components

Using the scale requires a thorough understanding of the following components of the CASP-II Education Program:

- Focus of the competency *Participates in contributive activities*
- Evaluation criteria
- Learning elements:
 - associated with the life area *Volunteer and Sociovocational Work*
- Self-determination

Support provided by an adult

Regardless of their level of competency, students may:

- receive guidance from the teacher (e.g. questions that guide them without giving the answer, feedback, reminders to refocus on the task or recall a similar task)
- use personalized tools to help them exercise their competencies (e.g. time management tool, communication aid)
- ask for help when faced with a difficulty, if necessary, thereby demonstrating self-determined behaviour

The statements in the scale are explicit in this regard. It is important not to consider these statements as support provided by an adult. Rather, support provided by an adult corresponds to assistance that makes it possible or easier for the student to complete the task.

COMPETENCY 6 – PARTICIPATES IN CONTRIBUTIVE ACTIVITIES

Scale of Competency Levels

Level 1 – Emergent competency

The student engages in the contributive activities proposed to them in familiar contexts.

Tries out the contributive activity proposed to them. Completes the task assigned to them by following verbal instructions. Shares whether or not they enjoyed the experience, through a discussion with the teacher. Discovers their areas of interest by recognizing their preferred activities or tasks they enjoy doing.

Level 2 – Basic competency

The student engages in contributive activities in familiar contexts.

Chooses to try the contributive activity that appeals to them most from among those proposed. Completes the task assigned to them, guided by questions. Respects some social norms. Recognizes at least one success or difficulty encountered during the contributive activity through discussions with the teacher. Accepts the suggestion to repeat the experience or to try another contributive activity when encouraged to do so.

Level 3 – Intermediate competency

The student engages in contributive activities in familiar contexts and sometimes in new contexts.

Together with the teacher, explores possibilities for contributive activities related to some of their personal characteristics. Chooses to try one of the suggested activities. Demonstrates desired behaviours in the workplace some of the time while trying out the contributive activity. Completes the task assigned to them, taking into account certain requirements. Applies some safety rules specific to the environment, with a reminder. Recognizes at least one success and one difficulty encountered during the contributive activity, through discussions with the teacher. Expresses a desire to repeat the experience or to try another contributive activity.

COMPENTENCY 6 – PARTICIPATES IN CONTRIBUTIVE ACTIVITIES

Level 4 – Proficient competency

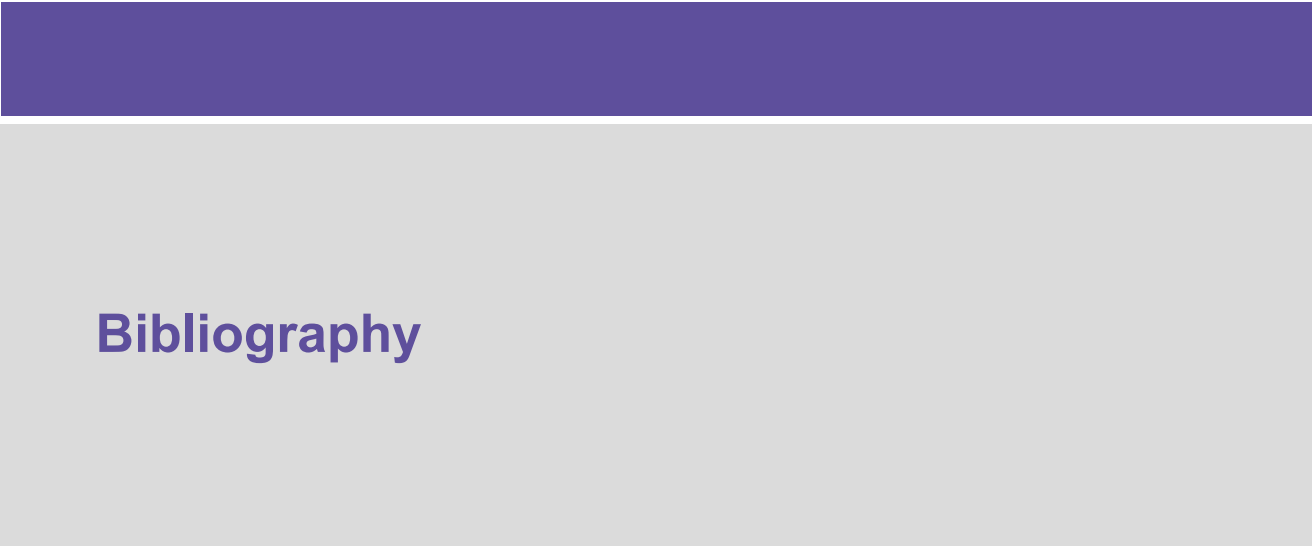
The student engages in contributive activities in familiar contexts and in new contexts.

Together with the teacher, explores the specific requirements of different contributive activities. Guided by questions, chooses to try out the activity that best suits their personal characteristics. Demonstrates expected workplace behaviours during the contributive activity, with reminders. Completes the task assigned to them, taking into account the main requirements. Respects most social norms. Recognizes successes and difficulties encountered during the contributive activity through discussions with the teacher and expressions of appreciation. Recognizes the benefits of participating in a contributive activity. Wishes to try a similar or different contributive activity that matches their interests and strengths. Agrees to take on one of the proposed challenges to improve their participation in a contributive activity.

Level 5 – Advanced competency

The student chooses and engages in contributive activities in a variety of contexts.

Chooses a contributive activity that best suits their personal characteristics. If needed, seeks advice from those around them. Demonstrates the expected workplace behaviours during the contributive activity. Applies most of the safety rules specific to the environment. Recognizes the benefits of participating in a contributive activity. Identifies the challenges to be overcome in order to improve their participation in a contributive activity that meets their aspirations, in collaboration with the teacher.



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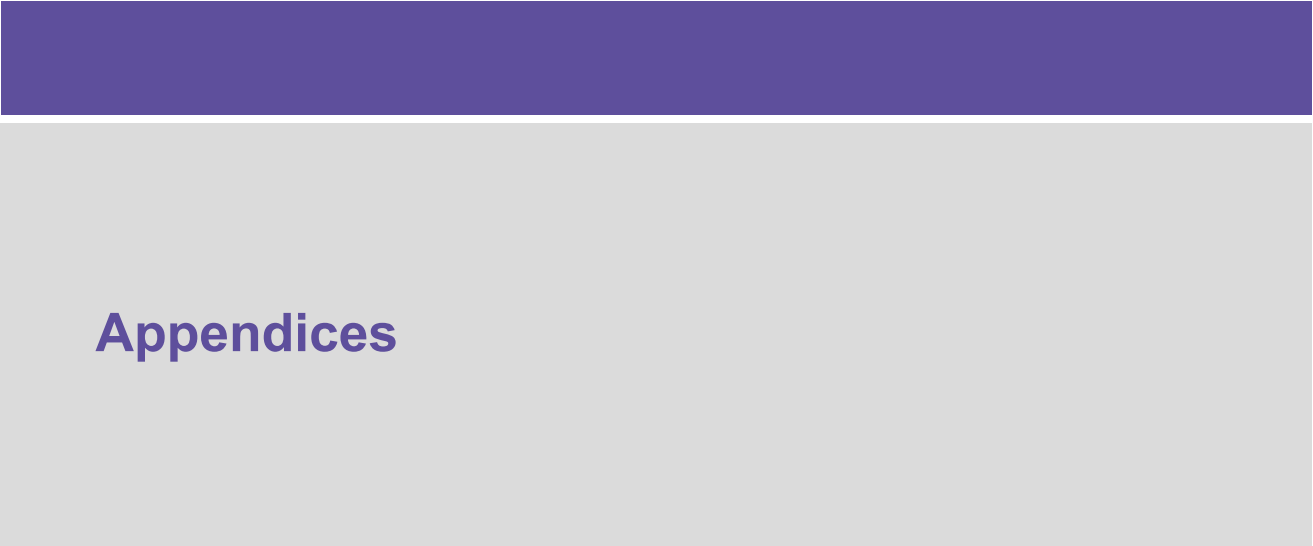
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Appendices

APPENDIX I – SAMPLE PRACTICUM SUMMARY SHEET

Student's name: _____ Group: _____

1. Information on the practicum

	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3
Description of the practicum setting and duration			
Responsibilities assigned to the student			

2. Evaluation rubric

	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3
Understanding of their areas of interest and strengths	Grade:	Grade:	Grade:
A. Demonstrates a good understanding of their areas of interest and strengths. B. Demonstrates a good understanding of their areas of interest or strengths. C. Demonstrates a limited understanding of their areas of interest and strengths. D. Needs improvement.	Comments:	Comments:	Comments:
Ability to choose a contributive activity	Grade:	Grade:	Grade:
A. Chooses the contributive activity with relative autonomy. B. Chooses the contributive activity guided by questions. C. Chooses the contributive activity from among those offered to them. D. Shows interest in the contributive activity proposed to them.	Comments:	Comments:	Comments:
Consideration of the requirements of the task	Grade:	Grade:	Grade:
A. Performs the task in accordance with the main requirements. B. Performs the task in accordance with some of the requirements. C. Performs the task with guidance in the form of questions. D. Performs the task by following instructions.	Comments:	Comments:	Comments:

Demonstration of behaviours expected in the workplace	Grade:	Grade:	Grade:
A. Demonstrates expected behaviours and adjusts as necessary. B. Demonstrates expected behaviours, with reminders. C. Demonstrates some of the expected behaviours. D. Needs improvement.	Comments:	Comments:	Comments:
Compliance with safety rules specific to the environment	Grade:	Grade:	Grade:
A. Respects most of the safety rules. B. Respects some safety rules. C. Respects some safety rules, with reminders. D. Needs improvement.	Comments:	Comments:	Comments:
Compliance with social norms	Grade:	Grade:	Grade:
A. Respects most social norms. B. Respects some social norms. C. Respects some social norms, with reminders. D. Needs improvement.	Comments:	Comments:	Comments:
Ability to recognize their successes and difficulties	Grade:	Grade:	Grade:
A. Recognizes successes and difficulties. B. Recognizes at least one success and one difficulty. C. Recognizes at least one success or one difficulty. D. Needs improvement.	Comments:	Comments:	Comments:

3. Additional information

PRACTICUM 1
Strengths:
Areas requiring improvement:
Comments Student's comments: Supervisor's comments: Teacher's comments:
Follow-up
Next contributive activity ☐ The student would like to repeat this experience in the same workplace. ☐ The student would like to try a new contributive activity. Learning activities to plan to help the student improve

PRACTICUM 2	
Strengths:	
Areas requiring improvement:	
Comments	
Student's comments:	
Supervisor's comments:	
Teacher's comments:	
Follow-up	
Next contributive activity	
☐ The student would like to repeat this experience in the same workplace.	
☐ The student would like to try a new contributive activity.	
Learning activities to plan to help the student improve	

APPENDIX II – SAMPLE FORM FOR ESTABLISHING A STUDENT PROFILE AND SUMMARIZING THEIR PARTICIPATION IN CONTRIBUTIVE ACTIVITIES

STUDENT PROFILE	
PERSONAL INFORMATION	
Name: _____	
Contact information: _____	
MY PERSONAL PROFILE	
My main area of interest: _____	
My greatest strength: _____	
My dream: _____	

MY EXPERIENCES
Experience 1 Date: _____ Description of the workplace: _____ Duration: _____ My responsibilities: _____ _____ My successes: _____ _____ What I liked most about this activity: _____ _____ My wishes for my next contributive activity: _____ _____
Teacher's comments: _____ Comments by the supervisor or another person from the workplace: _____

MY EXPERIENCES
Experience 2 Date: _____ Description of the workplace: _____ Duration: _____ My responsibilities: _____ _____ My successes: _____ _____ What I liked most about this activity: _____ _____ My wishes for my next contributive activity: _____ _____
Teacher's comments: _____ _____ Comments by the supervisor or another person from the workplace: _____ _____

APPENDIX III – EXAMPLES OF STANDARDS AND PROCEDURES FOR THE EVALUATION OF LEARNING

PLANNING

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
Evaluation planning is a responsibility shared by all the teachers who work with the student.	▪ The team concerned designs a model for the annual planning of the evaluation of student learning. ▪ The team creates an annual plan for the evaluation of learning. This plan includes the competencies and life areas that will be targeted in a given period, the types of evaluation and recording tools to be used, and the preferred means of communication. ▪ The team concerned meets (<i>determine frequency</i>) to follow up on the evaluation plan. ▪ The team ensures that there is a common understanding of the relevant data to be collected and the amount needed to make a judgment about the students' level of competency development. ▪ Based on the team's annual plan, each teacher establishes their own evaluation plan. ▪ The team concerned agrees on the means of communication to be used to provide parents with information on their child's competency development, in addition to official communications such as the initial communication, report card and individualized education plan.

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
The evaluation plan is consistent with the CASP-II Education Program.	▪ The team's evaluation plan takes into account the program's components: competencies, life areas, complementary areas, learning elements and evaluation criteria. ▪ The team concerned adopts a model for planning learning and evaluation situations that incorporates the program's components.
Evaluation planning is integrated into the learning and teaching plan.	▪ The teacher chooses or develops learning and evaluation situations to gather information on competency development as well as appropriate evaluation methods and tools for interpretation. ▪ The teacher specifies the evaluation criteria related to the competencies developed in the learning and evaluation situations that they propose to their students.

INFORMATION GATHERING AND INTERPRETATION

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
While responsibility for gathering information lies with the teacher, it is shared with other specialists or with the student, as appropriate.	- Teachers collect and record a variety of relevant data in sufficient quantity. - Teachers give students opportunities to participate in gathering information by teaching them to self-evaluate through discussion. - Information gathering is the responsibility of the teachers, who help the students develop their competencies. - If necessary, teachers collect additional data by consulting other specialists who support the student in their progress (e.g. remedial teacher, speech therapist).
Information gathering takes place during regular classroom activities.	- The teacher regularly collects and records data on competency development and resource acquisition. - The teacher informs students, in accessible language, of what is expected when they perform tasks (e.g. educational aim, competency to be developed, evaluation criteria).
Information is gathered through a variety of means.	- The teacher uses evaluation tools to observe the student, talk with them or analyze their work (e.g. observation rubrics, checklists, interview outlines). - The teacher regularly collects data on student learning, without always using evaluation tools (e.g. observation, questions). - The teacher adopts information-gathering methods that take into account the student's abilities.
Data interpretation is based on the evaluation criteria for each competency in the CASP-II Education Program.	The teaching team schedules meetings (<i>determine frequency</i>) to establish a common understanding of the requirements related to the program's evaluation criteria.

JUDGMENT

EXAMPLES OF NORMS	EXAMPLES OF PROCEDURES
Judgment is the responsibility of the teacher, shared with specialists, as needed.	- Teachers use the evaluation criteria for the competency or competencies being evaluated to make judgments during learning and evaluation situations. - Teachers who have contributed to the development of the same competency in a student share information about the student's learning and make a judgment together. - Teachers discuss the competencies of certain students with specialists, as needed, to validate or adjust their judgment.
Judgment is based on the level of development of the student's competencies in accordance with the provisions set out in the Annual Directives for the current year.	- During the school year, teachers make a judgment on students' level of development of the competencies that are systematically targeted by the learning activities. - Teachers use the scales of competency levels to make a judgment on the level of competency development. - At the end of the school year or when a student is referred to another program, the teacher makes a judgment on the student's level of development for each of the program's competencies. - The teacher comes to an agreement with the school administration on the follow-up to be carried out if, for justifiable reasons, they do not have sufficient data to make a judgment on the level of development of one or more competencies.
Judgment on the level of competency development is based on relevant, varied and sufficient information regarding the student's learning.	- The teacher makes a judgment based on data collected and interpreted using formal tools. - If necessary, the teacher makes a judgment taking into account certain considerations (e.g. the time the student had to work on the task, the resources available to them, their state of health).

DECISION

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
The team concerned by the decisions agrees to ensure consistency in pedagogical actions implemented for students.	▪ The team concerned determines times for discussion in order to plan pedagogical actions to be implemented for the students. ▪ At the end of the school year or at other times deemed appropriate, the team concerned and other school specialists working with the students determine the means necessary to promote learning.
Differentiated pedagogical actions are implemented by the teacher to support students' learning progress.	▪ The teacher plans interventions based on students' strengths and areas needing improvement. ▪ The teacher gives students opportunities to regulate their learning by guiding them in identifying challenges and ways to overcome them. ▪ The teacher adjusts the measures set out in the students' individualized education plans as needed.

COMMUNICATION

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
The school provides parents with an annual plan outlining when and how each competency will be evaluated.	▪ The competencies targeted for a given period and the means planned for evaluating them are specified in the annual evaluation plan. ▪ The annual evaluation plan is sent to parents in summary form either electronically (portal or email), by mail or through the child <i>(choose method)</i> at the beginning of the school year <i>(choose time)</i> according to the format chosen by the teaching team. ▪ If major changes need to be made to the plan during the year, parents are informed either electronically (portal or email), by mail or through the child <i>(choose method)</i> in the first few weeks of each term <i>(choose time)</i>.
To inform parents about their child's learning and behaviour, an initial written communication, other than the report card, is sent to parents before October 15.	▪ Teachers using the same program consult with each other to determine the content of the initial communication. ▪ The teaching team participates in the initial communication. ▪ Learning achieved since the beginning of the year is assessed qualitatively. Information about the student's attitude in class (e.g. motivation, following rules, relationships with others) is provided to parents. ▪ The first communication is sent to parents either electronically (portal or email), by mail or through the child <i>(choose method)</i>.
The school sends a report card at the end of each of the three terms.	▪ The school team agrees on the dates and procedures for issuing report cards in accordance with the legal framework, i.e. no later than November 20 for the first report card, March 15 for the second and July 10 for the third.
Comments on the student's learning are included in the report card.	▪ The team involved agrees on the elements that will be subject to comments (e.g. competencies, learning elements) and on the type of wording to be used.

EXAMPLES OF STANDARDS	EXAMPLES OF PROCEDURES
Once a month, parents are provided with information about their child’s progress in relation to the objectives set out in their individualized education plan.	▪ The teacher informs parents of the means that will be used to communicate information about the objectives set out in their child's individualized education plan (e.g. meeting, telephone call, email). ▪ The teacher informs parents of the times during the year when information will be communicated to them. This information is part of the annual evaluation plan given to parents at the beginning of the school year.
A variety of communication methods, other than official communications, are used throughout the year to inform parents about their child’s competency development.	▪ The teacher presents parents with the main methods that will be used to inform them about their child’s competency development (e.g. student’s portfolio, marked assignments with comments, comments in the agenda, email, school portal). ▪ The teacher regularly communicates information to parents using means appropriate to the situation.

