Scales of Competency Levels

Secondary School Education
Cycle Two

First Edition
Secondary III

Québec

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FOREWORD

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that Secondary III teachers must make starting in the 2007-2008 school year.

This first edition of the scales of competency levels for Secondary Cycle Two will be supplemented, in the coming years, by the scales for Secondary IV and V.

Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

PART I: PRESENTATION

An Official Tool for All Teachers

Decisions pertaining to the students' competency report have major repercussions on their future, particularly in Secondary Cycle Two. These decisions must take into account their interests, needs and abilities, as well as their success in the various subjects. It is important that the level of competency development indicated in the competency report is based on clear and uniform references. The scales of competency levels were designed to satisfy this requirement. They enable teachers to determine the competency levels attained by students at the end of each year in Cycle Two.

These scales facilitate the recognition of students' competencies, as provided for in the Basic school regulation (section 30.1). This does not prevent them, however, from indirectly having a more formative function in terms of learning support. By supplying guidelines for competency evaluation, they make it possible to adapt teaching practices so that students have an opportunity to attain the highest possible levels.

A Uniform Model for All Subjects

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

Table 1
Outline of the Scales of Competency Levels

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

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

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs (not as lists of behaviours) and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves. It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.

The Distinctive Feature of Level 1

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

Cross-Curricular Competencies

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

The Particular Features of the Scales for Secondary Cycle Two

While the scales of competency levels for Secondary Cycle Two were conceived as an extension of those for Secondary Cycle One, Secondary Cycle Two has its own particular features, since a competency report must be prepared at the end of each year of the cycle. In this context, the Québec Education Program provides guidelines for planning the learning and evaluation to be carried out each year, for each competency. These are found under the heading *Development of the Competency*. The introduction to each scale of competency levels restates these guidelines, stressing those that have an impact on the preparation of the competency report.

Use of the Scales

An appropriate evaluation process must be put in place[1] to ensure that the scales are used properly. Since the competencies are actualized and developed within learning and evaluation situations, assessments with respect to competencies cannot be made unless such situations are at the heart of teaching practices. In general, the final situations are the most indicative of the student's level of competency development when it comes time to prepare a competency report.

1. The document *Evaluation of Learning at the Secondary Level: Framework* provides more detailed guidelines for the evaluation process. See <http://www.mels.gouv.qc.ca/DGFJ/de/cadresec.htm>.

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

The competency report is not the result of some mathematical calculation made on the basis of results recorded during the year; it is, rather, an assessment of the level of competency a student has attained. Analysis of the observations made during the year makes it possible to obtain a portrait of the student's competency development, which is matched with one of the levels on the scale. Keep in mind that this act constitutes a global assessment and that the scales are not designed for analytical use. Teachers should not, therefore, carry out a point-by-point comparison of the statements for a given level with the record of what the student has learned.

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used. Apart from their function in the recognition of competencies, the scales are a tool that students can use to take stock of their learning.

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

MAIN PRACTICES TO BE ESTABLISHED FOR PREPARING COMPETENCY REPORTS

- Offer the students frequent opportunities to demonstrate their competencies in various ways.
- Familiarize the students with the scales (including how they are to be used) and invite the students to use them as guideposts for adapting their actions in ways that foster the optimum development of their competencies.
- Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment, in accordance with the evaluation criteria set out in the Québec Education Program.
- Construct each assessment gradually and update it using the latest learning and evaluation situations.
- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for a given level.
- Where called for, report more detailed information for certain students (notably for those with an individualized education plan).

PART II: THE SCALES

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by students. Evaluation of the talk competency requires evidence of knowledge and use of spoken English and application of strategies collected by and with students in their integrated literacy profiles, along with samples of reflection and critical judgment. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in using language/talk to communicate and to learn, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 16 of the Secondary English Language Arts program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- explore the affordances (possibilities or distinctive potential) of genres in the contexts of reading and production
- use talk to explain, report, argue, debate and persuade
- adjust register as required for purpose and audience
- negotiate and collaborate with peers
- ask questions to clarify meaning
- use inquiry to research a topic to persuade a familiar audience
- evaluate own performance when working in groups

In Secondary IV, students:

- compare and contrast affordances of genres in the contexts of reading and production
- adapt known organizational strategies to structure genres
- adjust register as required for chosen genre
- use collaborative talk to construct communal knowledge
- listen to and offer feedback in collaborative situations
- participate actively in negotiating and determining responsibilities in group research tasks
- evaluate own and group's performance

In Secondary V, students

- evaluate differences in affordances (possibilities or distinctive potential) of genres in the contexts of reading and production
- explore personal, cultural, political and social issues
- use conventions of genre
- refer to a variety of sources when researching
- extract essential ideas from spoken texts
- choose range of issues to undertake action research

5

Advanced competency development

Considers audience and uses appropriate register as needed. Assumes various stances, points of view and/or roles when necessary. Extends ideas through talk by active listening in shared conversations. Promotes purposeful and constructive direction for talk by encouraging participants or by offering feedback. Uses specialized language in a variety of situations. Engages in inquiry to probe, question and provoke thought while working on group projects. Examines and justifies sources to ensure reliability. Justifies stance and position by defending interpretation or production decisions. Employs a variety of strategies to disagree constructively. Reflects insightfully on own learning and progress and sets attainable goals during conferences.

4

Thorough competency development

Uses appropriate vocabulary to communicate meaning to a specific audience. Asks focused questions to enhance learning. Uses talk to express and defend a specific point of view. Organizes material to effectively communicate a spoken message. Focuses talk to address a specific inquiry or problem when working in groups. Detects instances of bias in spoken text. Applies communication and language conventions in conjunction with audience and purpose. Negotiates and constructs meaning through talk. Defends own perspective and/or production processes with evidence. Collaborates verbally and assumes roles and responsibilities when working in groups. Discusses own learning based on personal goals. Offers and uses feedback to encourage and extend personal and group thinking.

3

Acceptable competency development

Employs talk in a variety of situations to suit a range of audiences and purposes. Engages in a variety of spoken activities, such as discussions, plans, sharing research, speeches, improvisations, etc. Demonstrates basic listening strategies when working in groups and conveys meaning through talk. Uses language to support helpful talk exchanges. Negotiates within group to understand or produce text. Responds to written and visual texts, using suitable vocabulary, making limited connections. Identifies and applies codes and conventions of familiar spoken text. Identifies characteristics of target audience and adjusts language accordingly. Uses basic technical language appropriate to context such as literary terms, media production terms or stage directions. Uses rules, codes and conventions of spoken language suitable to the task. Reflects on own use of talk and sets goals when directed.

2

Partial competency development

Draws on a limited repertoire of strategies to convey meaning in talk exchanges and production. Selects indiscriminately materials related to research topic with a general focus on the chosen topic. Requires teacher's guidance when using basic language conventions suitable to the spoken text. Shares ideas with group when encouraged. Contributes general and superficial information to the research and discussion. Follows group decisions without question. Uses simple or inaccurate vocabulary when communicating ideas. Reacts to others' work by voicing general opinions. Responds using limited vocabulary, making connections on an affective level. Talks about own learning when invited to do so.

1

Minimal competency development

Participates in spoken production with direct prompting. Prepares and delivers a brief talk to a familiar audience. Proposes unrelated ideas and questions when undertaking research for a personal project. Applies some basic procedures and strategies with prompting when working in groups. Shares ideas when challenged. Completes tasks when monitored. Maintains conversations with teacher's supervision and will offer opinions when prompted. Reflects on own learning when asked direct, specific, short questions.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by students. Evaluation of the reading competency requires evidence of interpretation of texts, reflection and critical judgment collected by and with students in their integrated literacy profiles. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in reading and listening to written, spoken and media texts, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 36 of the SELA program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read and listen to spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- opportunities to produce spoken, written and media texts, as well as multigenre and multimodal texts
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- interpret texts and substantiate ideas
- make connections between and among varied texts
- explore and respond to varied texts and substantiate opinions and ideas
- use an inquiry process and information-gathering strategies
- consider audience and purpose of texts
- maintain an integrated literacy profile
- self-assess own development as readers

In Secondary IV, students:

- interpret texts and offer more than one interpretation of a text
- transfer insights gained from reading to the other competencies of talk and production
- accommodate different viewpoints and new perspectives
- determine how readers are situated or positioned by a text
- develop questions to frame critical reasoning
- maintain an integrated literacy profile
- self-assess own development as readers

In Secondary V, students:

- determine a view of the world depicted in text and its impact on self as reader
- argue and persuade in support of ideas from texts
- consider the sociocultural contexts of texts
- determine the characteristics of open and closed texts
- examine how the characteristics of readers determine decisions made by writers/producers
- use critical judgment when selecting, organizing and presenting information
- consolidate an integrated literacy profile
- self-assess own development as readers

5

Advanced competency development

Analyzes and extends meaning of written and media texts. Discusses alternate points of view about an issue presented through texts. Examines universal issues and reflects on aspects of the human condition addressed in different genres. Communicates an understanding of how text can serve social and political purposes. Explains bias and propaganda in texts. Synthesizes ideas when researching opposing views related to issues under discussion. Responds with a world-view to texts. Interrelates the elements and techniques of texts to support understanding and interpretation. Analyzes and interprets structures, codes and conventions of unfamiliar texts, and notes the organization of the texts. Uses teacher-student conferences to articulate awareness of self as a reader and to set goals. Reflects on autonomy as a reader.

4

Thorough competency development

Interprets meanings embedded in text. Elaborates meaning with textual details. Compares texts and synthesizes related ideas to extend understanding and interpretation. Supports ideas through specific quotations from the text when responding. Expresses meaningful connections between own experience and text. Detects instances of author's bias and stereotyping in texts. Communicates understanding of processes and strategies of own reading development. Considers feedback when setting goals and choosing texts.

3

Acceptable competency development

Adjusts own stance (perspective, viewpoint) in getting at meaning when reading a variety of genres. Demonstrates how the purpose for reading affects the stances taken by the reader. Constructs personal interpretations of texts, justifying opinions. Articulates inferred ideas in texts and clarifies meanings through discussion in class by going beyond an initial response and offering an explanation. Makes sense of a text in light of purpose and meaning, and cause and effect. Recognizes obvious bias in familiar texts. Applies and explains reliable strategies for working with different genres. Uses teacher-student conferences and reflections to describe self as reader and to explain rationale for choices made when selecting texts for reading.

2

Partial competency development

Understands written and media texts at a literal level. Chooses texts based on visual images, size of font, preferred author or subject matter. Locates supporting information in text with prompting (e.g. will refer to a table, graph, headline, etc., that elaborate on the text when directed). Draws obvious connections from the text to self or to other texts. Recognizes basic differences among genres by comparing and contrasting. Articulates the basic purpose for the creation of a text when prompted. Participates in teacher-student conferences when invited to discuss learning or reading profile.

1

Minimal competency development

Retells the events sequentially when asked. Demonstrates a general understanding of text when questioned. Identifies obvious codes and literary conventions of familiar texts. Makes simple or literal connections to personal experiences when responding to texts. Focuses on unimportant or secondary events in a text. Makes superficial comparisons between one text and another with teacher prompting. Selects reading materials with assistance. Discusses reading habits, focusing on preferences when questioned.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Evaluation of the production competency requires evidence of student-produced written, spoken and media texts collected by and with students in their integrated literacy profiles, along with samples of reflection and critical judgment. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in producing texts for personal and social purposes, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 51 of the SELA program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- opportunities to produce spoken, written and media texts, as well as multigenre and multimodal texts
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- produce familiar genres
- select topics of personal and social interest
- explore community and social issues
- identify characteristics of chosen audience
- use appropriate codes and conventions
- assume a personal stance for production
- use of revision and editing strategies

In Secondary IV, students:

- produce multimodal texts
- select topics of cultural interest
- explore issues from larger social and cultural worlds
- address more distant audiences
- use codes and conventions for special effect
- assume an opposing stance for discussion and viewpoint
- extend revision and editing strategies

In Secondary V, students:

- produce multigenre texts
- select topics of political interest
- use mode and genre to shape meaning and influence audience
- address unfamiliar as well as familiar audiences
- manipulate codes and conventions for deliberate effect
- assume a range of stances
- consolidate revision and editing strategies

5

Advanced competency development

Analyzes characteristics of target audience and tailors elements and affordances of written texts, media texts, multimodal and multigenre texts to fit the purpose. Demonstrates a meticulous use of language conventions and techniques of both media texts and written texts consistent with purpose and audience. Enhances organization and coherence of texts through use of transitional devices. Evaluates the reliability of sources of information used in research. Offers for discussion questions arising from research. Provides and applies supportive feedback for written and media productions. Critiques own productions and justifies production decisions. Sets clearly stated, attainable goals for improving productions.

4

Thorough competency development

Uses specific characteristics of target audience, such as age, interests and knowledge to craft a production. Uses suitable codes and conventions of form for different written and media texts that clearly meet the intended purpose. Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. Respects language conventions and media conventions to develop a quality production. Consults a variety of appropriate sources to support production process and revision. Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. Evaluates own work with reference to criteria stipulated, such as the use of rubrics. Explains own use of strategies when producing written and media texts.

3

Acceptable competency development

Identifies target audience and purpose and frames messages to meet the needs of the target audience. Makes decisions appropriate to the writing and/or media production. Uses elements of the production process as required by the context. Writes for a specific audience to inform or to express feelings and opinions. Conveys meaning of a text by means of a media and/or written production such as a slide show, poster, print ad, etc. Demonstrates through revision evidence of research, collaboration and application of feedback suggestions. Employs basic genre requirements and language conventions and codes and conventions for media production. Assumes roles and collaborates with peers to produce media and written texts. Shares productions for peer feedback. Evaluates own production and explains choices made in revision process. Approaches student-teacher conferences with general goals in mind.

2

Partial competency development

Engages in a writing process with support, using a limited repertoire of strategies. Adopts a point of view for a specific audience when prompted. Follows a research process with support from peers and teacher. Works with some elements of writing and/or media in a production. Employs basic conventions of form for written and media productions attending to purpose and/or target audience. Conveys meaning in spite of problems with structure and/or organization. Uses language conventions in an inconsistent manner. Attempts revisions of own production, when directed, using feedback to correct basic mechanical errors. Explains opinions, with prompting, about media and written texts studied in class. Talks about the production of own written and media texts when prompted with directed questions.

1

Minimal competency development

Requires direct one-on-one support when working with rudimentary elements of writing or media productions. Applies basic processes and strategies, with assistance, when producing texts for a familiar audience. Attempts to follow a model, with sustained support, when working with a new genre. Plans written and media productions in a step-by-step fashion when assisted. Presents initial draft of text or media production as final product. Follows teacher's feedback to a limited extent with respect to basic mechanical errors. Expresses unsupported opinions about own or peers' written or media productions.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées à l'oral, et parfois à l'écrit, qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- d'échanger spontanément en français sur des sujets liés à ses centres d'intérêt, et ce, avec différents interlocuteurs et en fonction de diverses intentions de communication;
- de satisfaire ses besoins sur le plan personnel, social ou professionnel pour participer à la vie de la communauté francophone du Québec.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 19-20 du programme de base de français, langue seconde), les situations dans lesquelles l'élève interagit en français doivent notamment :

- être contextualisées par l'enseignant;
- lui être familières (le sujet et le destinataire sont connus de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à échanger sur des repères culturels francophones explicites et à exprimer son opinion à leur égard;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et de suivre la démarche intégrée d'interaction, de compréhension et de production proposée;
- favoriser la mobilisation de stratégies d'apprentissage pour réguler ses interactions;
- encourager l'exploitation de ressources humaines et matérielles familières disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses interactions et de ses découvertes en français).

5

Compétence marquée

Initie des discussions et s'exprime sur des similitudes ainsi que sur des différences entre sa culture et celle des autres. Utilise un registre de langue et des marqueurs de relation généralement adéquats et emploie une variété de temps verbaux. Corrige les erreurs qui font obstacle à la compréhension ou clarifie ses propos au besoin.

4

Compétence assurée

Communique des idées pertinentes et suffisamment développées pour soutenir l'intention. Adapte sa communication aux éléments de la situation. Justifie sommairement son opinion à l'égard du repère culturel abordé. Utilise quelques phrases complexes bien construites et des marqueurs de relation courants et prononce clairement les mots usuels. Évalue sa démarche ainsi que la qualité de sa compréhension et la pertinence de ses propos.

3

Compétence acceptable

Transmet l'essentiel de son message à l'aide de phrases simples correctement construites. Reconnaît l'intention donnée et réagit de façon appropriée aux propos de son interlocuteur. Poursuit l'échange malgré les difficultés rencontrées ou les lacunes sur le plan lexical. Exprime son opinion à l'égard du repère culturel abordé et utilise un vocabulaire simple lié au sujet traité. Respecte les conventions de la communication et les règles liées à l'intonation. Conserve, dans son répertoire, des idées ou des informations issues d'interactions. Évalue, à l'aide des outils proposés, sa participation aux échanges.

2

Compétence peu développée

Exprime des besoins ou des informations concises et en manifeste une compréhension. S'exprime en français lorsqu'on le lui demande. Identifie le repère culturel abordé. Demande à son interlocuteur de répéter, de parler lentement ou d'expliquer ses propos pour comprendre le message. Réutilise des tournures de phrases ou du vocabulaire vus en classe. Évalue, avec l'enseignant, ses stratégies et son message.

1

Compétence très peu développée

Échange peu à l'oral comme à l'écrit. Présente des idées ou des informations incomplètes qui ne sont pas liées entre elles. Recourt à des gestes ou à des mimiques pour transmettre son message. Utilise souvent une syntaxe calquée de l'anglais et un vocabulaire élémentaire. Accepte l'aide proposée pour tenter de réaliser la tâche de communication.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées, aussi bien à l'oral qu'à l'écrit, qui lui ont permis de démontrer sa compétence à lire des textes variés en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- de comprendre une diversité de textes oraux, écrits, visuels ou mixtes, en français, en fonction de diverses intentions de communication;
- d'élargir sa vision du monde, sa connaissance de la langue française et de la culture qui s'y rattache pour fonctionner efficacement dans la communauté francophone du Québec, sur le plan personnel, social ou professionnel.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 24-25 du programme de base de français, langue seconde), les situations dans lesquelles l'élève lit des textes en français doivent notamment :

- être contextualisées par l'enseignant;
- lui être familières (le sujet est connu de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à découvrir et à apprécier des repères culturels francophones explicites;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et de suivre la démarche intégrée d'interaction, de compréhension et de production proposée;
- favoriser la mobilisation de stratégies d'apprentissage pour améliorer sa compréhension;
- encourager l'exploitation de ressources humaines et matérielles familières disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses lectures et de ses découvertes).

Compétence marquée

5 Dégage l'intention de l'auteur et l'organisation générale du texte et fait des liens avec le contenu d'autres textes abordés. Relève des similitudes et des différences entre sa culture et celle des autres. Émet des hypothèses sur le sens d'expressions idiomatiques. Discute de ses apprentissages et de sa démarche en s'appuyant sur son répertoire.

Compétence assurée

4 Dégage les éléments de la situation et les valeurs explicites et distingue les informations essentielles des informations secondaires. Fait ressortir des liens entre les éléments du texte et met en évidence certaines de leurs caractéristiques. Justifie son opinion à l'égard du repère culturel abordé. Consulte plus d'une ressource humaine ou matérielle pour réaliser la tâche. Vérifie sa compréhension auprès d'un pair et l'ajuste au besoin.

Compétence acceptable

3 Dégage l'essentiel du message dans différents types de textes et nomme son intention de lecture. Fait des liens entre le contenu du texte et ses expériences ou ses connaissances. Relève des marques d'organisation textuelle, des conventions de la communication ainsi que des éléments du langage médiatique qui structurent le texte. Exprime son opinion à l'égard de la présentation du texte, des idées formulées ou du repère culturel abordé. Poursuit la tâche malgré les difficultés de compréhension. Conserve, dans son répertoire, des traces de ses lectures, des notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide des outils proposés.

Compétence peu développée

2 Relève des informations explicites relatives au lieu, au moment ou aux personnes concernées. A besoin d'une aide ponctuelle pour réaliser la tâche. Identifie le repère culturel abordé. Fait une traduction littérale de certains passages. Utilise parfois le dictionnaire pour soutenir sa compréhension et évalue celle-ci, avec l'enseignant, de même que sa démarche.

Compétence très peu développée

1 Décode partiellement des textes oraux, écrits, visuels ou mixtes. S'appuie sur des mots connus, des indices visuels et sonores pour dégager des informations relatives au contenu. Identifie le sujet du texte et l'auteur. Entame la tâche sans la compléter en acceptant l'aide requise.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées, aussi bien à l'oral qu'à l'écrit, qui lui ont permis de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- de créer, en français, une diversité de textes oraux, écrits, visuels ou mixtes, sur des sujets liés à ses centres d'intérêt, en fonction de diverses intentions de communication;
- d'exprimer ses idées de façon réfléchie et structurée ou de communiquer sa vision du monde;
- de s'outiller pour fonctionner efficacement dans la communauté francophone du Québec sur le plan personnel, social ou professionnel.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 29-30 du programme de base de français, langue seconde), les situations dans lesquelles l'élève produit des textes en français doivent notamment :

- être contextualisées par l'enseignant;
- lui être familières (le sujet et le destinataire sont connus de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à réutiliser des repères culturels francophones explicites et à exprimer son opinion à leur égard;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et de suivre la démarche intégrée d'interaction, de compréhension et de production;
- favoriser la mobilisation de stratégies d'apprentissage pour réguler ses productions;
- encourager l'exploitation de ressources humaines et matérielles familières disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses productions et de ses découvertes en français).

5

Compétence marquée

S'exprime sur des similitudes et des différences entre sa culture et celle des autres. Utilise un registre de langue ainsi que des marqueurs de relation adéquats et emploie une variété de temps verbaux. Commente les productions de ses pairs sur le plan du contenu et de la présentation. Discute de ses apprentissages et de sa démarche en s'appuyant sur son répertoire.

4

Compétence assurée

Exprime des idées suffisamment développées pour soutenir l'intention donnée. Adapte son texte aux éléments de la situation de communication. Justifie son opinion à l'égard du repère culturel abordé. Formule quelques phrases complexes, bien construites, en utilisant des marqueurs de relation courants. Consulte plus d'une ressource humaine ou matérielle et participe aux échanges pour réaliser la tâche. Apporte à ses productions les corrections nécessaires à la suite des commentaires reçus de son enseignant ou de ses pairs. Accorde en genre et en nombre des éléments des groupes nominal et verbal. Prononce clairement les mots usuels et respecte les règles liées à l'intonation.

3

Compétence acceptable

Transmet l'essentiel de son message dans différents types de textes. Reconnaît le destinataire et l'intention de communication. Exprime son opinion à l'égard du repère culturel abordé. Utilise des éléments du langage médiatique pour faire ressortir des informations importantes. Formule des phrases simples bien construites et utilise un vocabulaire lié au sujet traité ainsi que les signes de ponctuation adéquats pour marquer la fin des phrases. Respecte généralement les règles liées au volume et à la projection de la voix. Poursuit la tâche malgré les difficultés. Conserve, dans son répertoire, des traces de ses productions, de notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide d'outils proposés.

2

Compétence peu développée

Transmet des idées ou des informations peu élaborées. Reproduit le modèle de texte proposé sans l'adapter. Exprime à l'oral quelques propos mémorisés. Réutilise des tournures de phrases ou du vocabulaire vus en classe. Utilise parfois le dictionnaire pour composer son texte et a besoin d'une aide ponctuelle pour réaliser la tâche. Fait allusion au repère proposé. Évalue, avec l'enseignant, sa démarche et sa production.

1

Compétence très peu développée

S'exprime sommairement dans des textes oraux, écrits, visuels ou mixtes qui nécessitent une interprétation pour être compris. Présente des idées ou des informations incomplètes qui ne sont pas liées entre elles. Utilise souvent une syntaxe calquée de l'anglais et un vocabulaire élémentaire. A besoin d'une aide soutenue pour produire son texte.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées à l'oral et parfois à l'écrit, qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- de s'entretenir en français avec différents interlocuteurs sur divers sujets et de démontrer ses habiletés de communicateur;
- d'expérimenter le pouvoir de la parole et d'affirmer son identité personnelle et culturelle en fonction de diverses intentions de communication;
- de s'outiller pour s'intégrer dans le milieu québécois francophone sur le plan personnel, social ou professionnel.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 20-21 du programme enrichi de français, langue seconde), les situations dans lesquelles l'élève interagit en français doivent notamment :

- être contextualisées par l'enseignant et, à l'occasion, par l'élève lui-même;
- lui être familières (le sujet et le destinataire sont connus de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à échanger sur des repères culturels francophones explicites et à justifier son opinion à leur égard;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et d'appliquer la démarche intégrée d'interaction, de compréhension et de production, sans nécessairement l'adapter, en portant une attention particulière à la dimension réflexive de celle-ci;
- favoriser la mobilisation de stratégies d'apprentissage pour accroître son efficacité dans ses interactions;
- encourager l'exploitation de ressources humaines et matérielles plus ou moins familières et qui sont disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses interactions et de ses découvertes).

5

Compétence marquée

Fait progresser les discussions et sollicite la participation des autres. Exprime des préférences en matière de repères culturels. Emploie certaines expressions idiomatiques dans les échanges. Discute de la qualité de ses interactions en français et de sa contribution personnelle. Utilise le contenu de son répertoire pour effectuer des bilans de ses expériences d'interaction.

4

Compétence assurée

Communique des idées pertinentes et des informations élaborées. Se donne une intention et la respecte. S'exprime sur des similitudes et des différences entre sa culture et celle des autres et respecte les divergences de points de vue. Enchaîne ses idées à l'aide de marqueurs de relation adéquats et utilise un registre de langue approprié à la situation. Discute de ses apprentissages linguistiques ou culturels.

3

Compétence acceptable

Communique clairement des idées pertinentes et suffisamment développées pour soutenir son intention de communication. Adapte sa communication aux éléments de la situation et précise ses propos au besoin. Exprime et justifie son opinion à l'égard du repère culturel abordé. Emploie une variété de temps verbaux. Effectue généralement les accords dans le groupe nominal. Fait des accords dans le groupe verbal. Prononce clairement les mots usuels et respecte les conventions de la communication. Conserve, dans son répertoire, des traces de sa démarche et des notions linguistiques et culturelles abordées.

2

Compétence peu développée

Transmet l'essentiel de son message et présente quelques informations pour le soutenir. Ajuste ses interventions aux réactions de l'interlocuteur. Reconnaît l'intention donnée. Fait allusion au repère culturel abordé et en présente quelques caractéristiques. Utilise un vocabulaire simple et quelques phrases complexes bien construites de même que des marqueurs de relation courants. Évalue sa participation aux échanges à l'aide des outils proposés.

1

Compétence très peu développée

Échange sommairement à l'oral ou à l'écrit. Présente des idées ou des informations non élaborées sans les lier entre elles. Fait des phrases simples et respecte généralement les règles liées à l'intonation. A besoin d'aide pour réaliser la tâche d'interaction. Évalue, avec l'enseignant, ses stratégies et son message.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées, aussi bien à l'oral qu'à l'écrit, qui lui ont permis de démontrer sa compétence à lire des textes courants, spécialisés et littéraires en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- d'interpréter le sens de textes oraux, écrits, visuels ou mixtes en français, d'ici et d'ailleurs, en fonction de diverses intentions de communication;
- d'élargir sa vision du monde, d'approfondir sa connaissance de la langue française et sa compréhension de la culture qui s'y rattache pour faciliter son intégration dans le milieu québécois francophone sur le plan personnel, social et professionnel.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 25-26 du programme enrichi de français, langue seconde), les situations dans lesquelles l'élève lit des textes en français doivent notamment :

- être contextualisées par l'enseignant et, à l'occasion, par l'élève lui-même;
- lui être familières (le sujet est connu de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à dégager et à apprécier des repères culturels francophones explicites;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et d'appliquer la démarche intégrée d'interaction, de compréhension et de production, sans nécessairement l'adapter, en portant une attention particulière à la dimension réflexive de celle-ci;
- favoriser la mobilisation de stratégies d'apprentissage pour accroître son efficacité en compréhension;
- encourager l'exploitation de ressources humaines et matérielles plus ou moins familières et qui sont disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses lectures et de ses découvertes).

5

Compétence marquée

Détermine les principales étapes de la réalisation de différentes tâches. Compare divers types de textes entre eux. Exprime des préférences en matière de lecture et de repères culturels. Utilise le contenu de son répertoire pour effectuer des bilans de ses expériences de lecture.

4

Compétence assurée

Dégage l'idée principale et les idées secondaires d'un texte. Se donne une intention de lecture. Relève des similitudes et des différences entre sa culture et celle des autres. Discute de sa démarche, de sa contribution à la tâche ou de notions abordées dans des cercles de lecture. Justifie son interprétation à l'aide d'informations du texte et respecte les divergences de points de vue. Formule des commentaires sur le contenu ou la forme du texte à l'aide de critères élaborés en classe.

3

Compétence acceptable

Cerne les idées et les informations essentielles dans différents types de textes. Relève les éléments de la situation et les valeurs explicites. Fait ressortir des liens entre les différents éléments du texte, tels qu'un événement et son contexte. Dégage l'intention de l'auteur et l'organisation générale du texte. Émet des hypothèses sur le sens d'expressions idiomatiques. Consulte plusieurs ressources pour réaliser la tâche. Relève les éléments du langage médiatique qui font ressortir des informations importantes. Exprime et justifie son opinion sur le contenu du texte et sur le repère culturel abordé. Compare sa compréhension à celle d'un pair et l'ajuste, au besoin, à la suite des propos entendus. Persévère malgré certaines difficultés d'interprétation ou de compréhension. Conserve, dans son répertoire, des traces de ses lectures, des notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide d'outils.

2

Compétence peu développée

Reconnaît l'intention donnée ainsi que le repère culturel abordé et identifie quelques-unes de ses caractéristiques. Vérifie sa compréhension de la tâche. Relève des marques d'organisation textuelle et des conventions de la communication. Fait ressortir des liens entre le contenu du texte et ses expériences ou ses connaissances. Évalue, à l'aide des outils proposés, sa démarche et sa compréhension.

1

Compétence très peu développée

Manifeste une compréhension sommaire des textes oraux, écrits, visuels ou mixtes. Relève le sujet et repère des informations explicites relatives au lieu, au moment ou aux personnes concernées. Formule des commentaires sur la présentation du texte. Utilise parfois le dictionnaire pour soutenir sa compréhension. A besoin d'aide pour réaliser la tâche. Évalue, avec l'enseignant, sa démarche et sa compréhension.

Au 2e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées, aussi bien à l'oral qu'à l'écrit, qui ont permis à l'élève de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation. Les situations à privilégier devraient entre autres permettre à l'élève :

- de créer, en français, une diversité de textes oraux, écrits, visuels ou mixtes sur des sujets liés à ses centres d'intérêt, en fonction de diverses intentions de communication;
- d'exprimer ses idées de façon élaborée et structurée, de comparer sa réalité avec celle des autres ou de communiquer sa vision du monde;
- de s'outiller pour s'intégrer dans le milieu québécois francophone sur le plan personnel, social ou professionnel.

En 3e secondaire, conformément aux indications de la rubrique *Développement de la compétence* (p. 30-31 du programme enrichi de français, langue seconde), les situations dans lesquelles l'élève produit des textes en français doivent notamment :

- être contextualisées par l'enseignant et, à l'occasion, par l'élève lui-même;
- lui être familières (le sujet et le destinataire sont connus de l'élève);
- porter sur des problématiques concrètes liées à ses besoins personnels, scolaires ou socioculturels;
- l'amener à réutiliser des repères culturels francophones explicites et à justifier son opinion à leur égard;
- être suffisamment complexes pour lui permettre d'utiliser ses connaissances linguistiques et d'appliquer la démarche intégrée d'interaction, de compréhension et de production, sans nécessairement l'adapter, en portant une attention particulière à la dimension réflexive de celle-ci;
- favoriser la mobilisation de stratégies d'apprentissage pour accroître son efficacité en production;
- encourager l'exploitation de ressources humaines et matérielles plus ou moins familières et qui sont disponibles dans l'environnement immédiat de l'élève (dont le répertoire personnel de ressources francophones dans lequel il consigne des traces de sa démarche, de ses productions et de ses découvertes en français).

5

Compétence marquée

Détermine les principales étapes de la réalisation de différentes tâches. Harmonise des temps verbaux dans son texte pour exprimer les relations temporelles. Emploie parfois des figures de style dans ses productions. Discute de ses façons de créer, de réaliser et de réviser un texte et exprime ses préférences en matière de production et de repères culturels. Utilise le contenu de son répertoire pour effectuer des bilans de ses expériences de production.

4

Compétence assurée

Exprime des idées élaborées et transmet des informations étayées. Respecte l'intention qu'il se donne. S'exprime sur des similitudes et des différences entre sa culture et celle des autres. Utilise un registre de langue approprié à la situation. Fait ressortir son idée principale ainsi que ses idées secondaires et les enchaîne à l'aide de marqueurs de relation adéquats. Orthographie correctement les mots usuels. Commente, à l'aide de critères élaborés en classe, le contenu ou la forme des textes qu'il produit ou ceux de ses pairs. Discute de sa démarche, de sa contribution à la tâche ou de notions abordées dans des cercles de production.

3

Compétence acceptable

Transmet, dans différents types de textes, un message clair. Présente des idées pertinentes et développées. Adapte son texte aux éléments de la situation de communication. Utilise des éléments du langage médiatique pour soutenir son intention de communication. Consulte plusieurs ressources pour réaliser la tâche. Exprime et justifie son opinion à l'égard du repère culturel abordé. Emploie une variété de temps verbaux. Effectue généralement les accords dans le groupe nominal et les accords les plus courants dans le groupe verbal. Prononce clairement les mots usuels et respecte les règles liées à l'intonation. Apporte à ses productions les corrections nécessaires à la suite des commentaires reçus de son enseignant ou de ses pairs. Conserve, dans son répertoire, des traces de ses productions, des notions linguistiques et culturelles abordées, ainsi que des évaluations réalisées à l'aide d'outils.

2

Compétence peu développée

Transmet l'essentiel de son message et présente quelques informations supplémentaires pour le soutenir. Identifie la plupart des éléments de la situation de communication. Fait allusion au repère culturel abordé et en présente quelques caractéristiques. Utilise un vocabulaire simple dans des phrases complexes parfois bien construites. Emploie les signes de ponctuation adéquats pour marquer la fin de la phrase. Respecte généralement les règles liées au volume et à la projection de la voix. Évalue, à l'aide des outils proposés, sa démarche et sa production.

1

Compétence très peu développée

Présente, sans les lier entre elles, des idées ou des informations non élaborées dans des textes oraux, écrits, visuels ou mixtes. Fait des phrases simples et utilise parfois le dictionnaire. A besoin d'aide pour réaliser la tâche. Évalue, avec l'enseignant, sa démarche et sa production.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situational problems that enable them to develop their competency in solving a situational problem, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 22 of the Mathematics program). This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situational problems assigned.

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to develop, adapt or modify learning and evaluation situations or to adjust their complexity. These parameters, which are described under the heading *Development of the Competency*, are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required.

5

Advanced competency development

Identifies all the relevant information and takes into account all the constraints. Determines all the steps involved and uses efficient strategies. Uses the required mathematical concepts and processes and produces a correct solution or one that contains minor errors (e.g. miscalculations, inaccuracies, omissions). Validates his/her solution and rectifies it, if necessary. Presents a complete and structured solution. Observes the rules and conventions of mathematical language. When necessary, explains or justifies the steps in his/her solution.

4

Thorough competency development

Identifies most of the relevant information and takes into account most of the constraints. Determines the main steps involved and uses effective strategies. Uses the main mathematical concepts and processes required and produces a solution containing few errors related to these concepts and processes. Validates the main steps in his/her solution and rectifies it, if necessary. Presents a complete and structured solution even though some of the steps are implicit. Observes the rules and conventions of mathematical language despite a few errors or omissions. When necessary, explains and justifies the main steps in his/her solution.

3

Acceptable competency development

Identifies the explicitly stated information as well as some implicit information and takes some of the constraints into account. Determines some of the steps involved and uses strategies that are not very effective. Uses some of the required mathematical concepts and processes and produces a solution containing errors related to these concepts and processes. Validates some of the steps in his/her solution. Presents a solution that is not very organized or with several steps that are either implicit or not shown. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language. When necessary, explains some of the steps in his/her solution.

2

Partial competency development

Identifies most of the explicitly stated information but takes into account very few of the constraints. Determines very few of the steps involved and uses strategies that are not very appropriate. Uses a few of the required mathematical concepts and processes and produces a solution containing several errors related to these concepts and processes. Works out the easiest steps and presents a solution consisting of isolated elements. Makes several errors related to the rules and conventions of mathematical language. Does not call his/her results into question. When necessary, explains the simplest steps in his/her solution.

1

Minimal competency development

Identifies some of the information given in a situational problem without distinguishing between relevant and irrelevant information. Uses inappropriate problem-solving strategies. Uses mathematical concepts and processes that are not very appropriate and makes several major errors related to these concepts and processes. Provides a solution if given a model or a procedure to be followed. Shows little or no concern for the rules and conventions of mathematical language. When necessary, explains some of the simplest steps of the given model or procedure.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situations that enable them to develop their competency in using mathematical reasoning, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 31 of the Mathematics program). This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situations that require students to use this competency.

The development of this competency in Secondary Cycle Two is based on what students learned in Secondary Cycle One. Students are expected to use more refined reasoning and to construct more complex and extensive networks of concepts and processes.

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to develop, adapt or modify learning and evaluation situations or to adjust their complexity. These parameters, which are described under the heading *Development of the Competency* (p. 31), are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required.

5

Advanced competency development

Takes every aspect of the situation into account and uses efficient strategies in applying his/her mathematical reasoning. Uses mathematical concepts and processes that enable him/her to meet the requirements of the situation efficiently. Applies the chosen mathematical concepts and processes appropriately. Presents a complete and organized procedure that explicitly outlines what was done or how it was done. Rigorously observes the rules and conventions of mathematical language. When required to justify or support his/her statements, conclusions or results, uses sound arguments that may or may not be mathematical in nature. Formulates one or more astute conjectures that account for every aspect of a situation.

4

Thorough competency development

Takes the main aspects of the situation into account and uses effective strategies in applying his/her mathematical reasoning. Uses mathematical concepts and processes appropriate to the situation. Applies the chosen mathematical concepts and processes appropriately, but makes minor errors (e.g. miscalculations, inaccuracies, omissions). Presents a complete and organized procedure that explicitly outlines what was done or how it was done, even though some of the steps are implicit. Observes the rules and conventions of mathematical language despite some minor errors or omissions. When required to justify or support his/her statements, conclusions or results, uses correct arguments that may or may not be mathematical in nature. Formulates one or more appropriate conjectures that account for most of the important aspects of a situation.

3

Acceptable competency development

Takes some aspects of the situation into account and, in applying his/her mathematical reasoning, uses strategies that are not very effective. Uses some mathematical concepts and processes appropriate to the situation. Applies the chosen mathematical concepts and processes, but makes some conceptual or procedural errors. Presents a procedure that is not very explicit about what was done or how it was done, because the work is unclear or not very organized. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language. When required to justify or support his/her statements, conclusions or results, uses some appropriate arguments that may or may not be mathematical in nature. Formulates one or more partially appropriate conjectures that account for certain aspects of a situation.

2

Partial competency development

Takes few aspects of the situation into account and uses strategies that are not very appropriate in trying to apply his/her mathematical reasoning. Uses very few mathematical concepts and processes that are appropriate to the situation. Applies the chosen mathematical concepts and processes, but makes several conceptual or procedural errors. Presents a procedure consisting of isolated elements, showing little or no work that explicitly outlines what was done or how it was done. Makes several errors related to the rules and conventions of mathematical language. When required to justify or support his/her statements, conclusions or results, uses erroneous or inappropriate arguments that may or may not be mathematical in nature. Formulates one or more conjectures that are not very appropriate to the situation and that are based on cases or examples chosen purely by chance.

1

Minimal competency development

Takes into account aspects that are not relevant to the situation and uses inappropriate strategies in trying to apply his/her mathematical reasoning. Uses mathematical concepts and processes that are not appropriate to the situation. Applies the chosen mathematical concepts and processes, but makes several conceptual or procedural errors. Presents a procedure that is completely unrelated to the situation or does not show any procedure. Shows little or no concern for the rules and conventions of mathematical language. When required to justify or support his/her statements, conclusions or results, uses arguments that are unrelated to the situation. Formulates one or more conjectures that are not appropriate to the situation.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situations that enable them to develop their competency in communicating by using mathematical language, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 41 of the Mathematics program). This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situations involving communication.

Teachers plan their instructional approaches to ensure or assess the development of this competency. To do this, they take into account a certain number of parameters in order to develop, adapt or modify learning and evaluation situations or to adjust their complexity. These parameters, which are described under the heading *Development of the Competency*, are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required.

5

Advanced competency development

Interprets a mathematical message, taking into account all the important elements. Extracts the most relevant data after processing the given information. Uses the mathematical concepts and processes most appropriate to the subject of the message to be interpreted or produced. In support of his/her ideas, produces a mathematical message consisting of sound and extremely well-organized arguments. Takes into account the audience and the purpose of the message in an efficient manner. Uses the elements of mathematical language and everyday language to convey a mathematical message efficiently or to express his/her ideas clearly and precisely. Rigorously observes the rules and conventions of mathematical language.

4

Thorough competency development

Interprets a mathematical message, taking into account the main important elements. Extracts relevant data after processing the given information. Uses the mathematical concepts and processes appropriate to the subject of the message. Produces a mathematical message consisting of an appropriate set of organized arguments. Takes into account the audience and the purpose of the message in an appropriate manner. Uses many of the elements of mathematical language and everyday language appropriately to convey a mathematical message or to express his/her ideas. Observes the rules and conventions of mathematical language despite a few omissions or minor errors.

3

Acceptable competency development

Interprets a mathematical message, taking into account some of the important elements. Extracts some relevant data after processing the given information. Uses some of the mathematical concepts and processes appropriate to the subject of the message. Produces a mathematical message that is ambiguous and not very well organized but that consist of some appropriate arguments. Takes into account the audience and the purpose of the message, but sometimes has difficulty doing so. Uses some elements of mathematical language and everyday language appropriately to convey a mathematical message or to express his/her ideas. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language.

2

Partial competency development

Interprets a mathematical message, taking few of the important elements into account. Extracts very little relevant data after processing the given information. Uses few mathematical concepts and processes appropriate to the subject of the message. Produces a mathematical message consisting of confusing, disconnected and mostly inappropriate arguments. Takes little or no account of the audience or the purpose of the message. Uses the elements of mathematical language and everyday language in a less than appropriate manner when conveying a mathematical message or expressing his/her ideas. Makes several errors related to the rules and conventions of mathematical language.

1

Minimal competency development

Interprets a mathematical message, but omits the important elements. Extracts irrelevant data after processing the given information. Uses mathematical concepts and processes that are not very or not at all appropriate to the subject of the message. Produces a mathematical message consisting of inappropriate arguments or arguments unrelated to the situation. Uses elements of mathematical language and everyday language inappropriately when conveying a mathematical message or expressing his/her ideas. Shows little or no concern for the rules and conventions of mathematical language.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the Science and Technology program).

Teachers should propose learning and evaluation situations that encourage students to adopt a problem-solving approach involving the experimental method or design process. These situations require a hands-on approach and involve modelling and the observation method and, in some cases, the empirical method.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- involve a limited amount of initial data needed to solve the problem
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- be organized so that students are guided through the process of controlling the variables
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- involve a greater amount of initial data needed to solve the problem
- require students to use the concepts that are associated with the four environmental topics examined (climate change, the energy challenge, drinking water and deforestation)
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- require the students themselves to control the variables
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Provides a clear and complete description of the problem to be solved. In developing a plan of action, controls the variables that affect the results. Justifies the steps in his/her plan of action when necessary. Proposes tools, equipment or materials in addition to those made available and can justify their use. Organizes data using formats that make it easier to process or interpret the information. Proposes complete answers or efficient solutions. Justifies the changes that must be made to his/her plan of action in light of the results obtained.

4

Thorough competency development

Selects the relevant information pertaining to the problem. Formulates plausible hypotheses or feasible solutions that reflect the constraints and conditions associated with the problem. In developing a plan of action, controls variables that may influence the results. Plans each step in his/her plan of action. In carrying out his/her plan of action, records the elements needed to develop answers or solutions, and makes any necessary adjustments. Collects valid data by correctly using the selected tools and instruments. In a scientific activity, checks whether the hypothesis is consistent with the analysis of the results. In a technological activity, ensures that his/her solution meets the need identified or the specifications. Proposes appropriate answers or solutions that take into account his/her results or tests. If necessary, suggests improvements that must be made to his/her plan of action.

3

Acceptable competency development

Identifies elements of the problem or the need to be satisfied. Formulates a hypothesis or possible solution that takes into account some of the constraints associated with the problem. Proposes a basic plan of action that identifies variables that may influence the results. Uses tools, equipment and materials among those made available. Works in a way that shows concern for own safety and that of other people. Indicates the approach used to gather data and shows that the outlined steps were followed. In a scientific activity, makes connections between the hypothesis and his/her analysis of the results. In a technological activity, proposes a solution that partially meets the need identified or the specifications.

2

Partial competency development

Makes assumptions that are more or less related to the problem. In developing a plan of action, identifies variables that are of little or no relevance. Does not use the available tools, equipment and materials in a very appropriate manner. In his/her plan of action, describes some of the steps performed or certain aspects of the design solution. Presents the results and proposes answers or solutions without checking whether they are related to the results or the problem.

1

Minimal competency development

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

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Science and Technology program).

Teachers should propose learning and evaluation situations that require students to apply their knowledge of science and technology. In presenting a complex problem, teachers can propose a variety of tasks that speak to different learning styles. Different teaching strategies used to help students solve problems, such as the problem-solving approach, case studies, debate and the project-based approach, encourage students to reflect on what they are doing, provided they are obliged to ask questions and gain a new perspective on their approach. The analysis of data and information enables students to pursue the development of their cognitive skills in increasingly complex situations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- involve a limited number of aspects and points of view related to the issue examined
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- be organized so that students are guided through the process of forming an opinion
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- involve a greater number of aspects and points of view related to the issue examined
- require students to use the concepts that are associated with the four environmental topics examined (climate change, the energy challenge, drinking water and deforestation)
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- require students to form their own opinion without any guidance
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Justifies his/her explanation, solution or tentative opinion on the basis of his/her knowledge. In his/her explanations or solutions, includes elements that go beyond the key concepts associated with the issue. Provides a detailed description of the principles underlying the construction and operation of the technical object or technological system. Suggests improvements related to the choice of materials or the manufacturing processes associated with the technical object or technological system. Provides explanations, justifies his/her solutions or defends his/her opinions on the basis of scientific or technological principles, going beyond the explicitly stated aspects of the issue. Uses mathematical formalism systematically when the situation calls for it. Ultimately identifies positive and negative consequences related to the issue examined.

4

Thorough competency development

Formulates a set of questions that makes it possible to identify the essential aspects related to the issue and its context. Proposes an explanation or a solution or expresses a tentative opinion that influences the rest of his/her problem-solving approach. Identifies the main components of a technical object, a technological system or a product. Establishes relevant connections between the problem and scientific or technological principles using concepts, laws, theories and models associated with the issue. Provides a description of the principles underlying the construction or operation of the technical object or system and its main subsystems and mechanisms. Using credible sources, justifies his/her explanations, solutions or opinions mainly on the basis of scientific or technological principles. Uses mathematical formalism when the situation calls for it. Ultimately produces coherent explanations or solutions and is realistic in identifying consequences related to the issue examined.

3

Acceptable competency development

Formulates a set of questions that covers some of the essential aspects of the issue. Determines the overall function of a technical object, a technological system or a product. Establishes obvious connections among the concepts, laws, theories and models associated with the issue, but does not elaborate. Provides a brief description of some of the operating principles of the technical object or technological system. Uses mathematical formalism, but makes minor errors in the process. Ultimately produces partial explanations or solutions and is not very realistic in identifying consequences related to the issue.

2

Partial competency development

Identifies some of the scientific or technological concepts related to the issue or establishes connections among them that are more or less relevant. Names some of the operating principles of a technical object, a technological system or a product. Ultimately produces explanations or solutions that are not very coherent.

1

Minimal competency development

Formulates a set of questions that has no connection to the issue. Copies out elements related to the issue. Assigns an inappropriate use to a technical object, a technological system or a product. Ultimately expresses unfounded opinions.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in communicating in the languages used in science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Science and Technology program).

Teachers should propose learning and evaluation situations that require students to select an appropriate type of representation, to use appropriate scientific and technological terms, both orally and in writing, and to make connections between concepts and their various graphic or symbolic representations.
In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- provide detailed instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- provide limited instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts that are associated with the four environmental topics examined (climate change, the energy challenge, drinking water and deforestation)
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Uses complementary elements in order to enhance the quality of communication. Accurately interprets the information in the message. Identifies and uses relevant sources of information and, when required, justifies their credibility by referring to valid criteria. Expresses messages using everyday language in order to make them easier to understand and interpret. Uses vocabulary that surpasses expectations, while observing the rules and conventions for all types of representation. Chooses efficient tools to represent data.

4

Thorough competency development

Selects the elements appropriate for completing the task. Identifies and uses credible sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and clearly communicates it using appropriate means. Produces a message without ever violating intellectual property. Uses vocabulary in accordance with the rules and conventions for all types of representation. Uses appropriate tools, such as information and communications technologies, to represent data in tables, graphs or diagrams.

3

Acceptable competency development

Correctly decodes information in the message. Uses certain sources of information that may vary in their credibility. Organizes elements of his/her message adequately and partially adapts the message to the target audience. For the simpler concepts, uses vocabulary in accordance with rules and conventions. Chooses acceptable tools to represent data.

2

Partial competency development

Writes down elements that are somewhat useful for the completion of the task. Mentions information in the message to be interpreted. Presents elements of his/her message one after the other without adapting it to the target audience. Uses basic vocabulary or a type of representation that is largely inconsistent with rules and conventions.

1

Minimal competency development

Does not cite the sources of information consulted. Presents an insufficient number of elements resulting in an incomprehensible message. Uses inappropriate vocabulary or types of representation without following rules and conventions. Chooses tools that are inappropriate for representing data.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the Applied Science and Technology program).

Teachers should propose learning and evaluation situations that encourage students to adopt a problem-solving approach involving the experimental method or design process. These situations require a hands-on approach and involve modelling and the observation method and, in some cases, the empirical method.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- involve a limited amount of initial data needed to solve the problem
- require students to use the concepts learned in Secondary III that are associated with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- be organized so that students are guided through the process of controlling the variables
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- involve a greater amount of initial data needed to solve the problem
- require students to use the concepts learned in Secondary IV that are associated with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- require the students themselves to control the variables
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Provides a clear and complete description of the problem to be solved. In developing a plan of action, controls the variables that affect the results. Justifies the steps in his/her plan of action when necessary. Proposes tools, equipment or materials in addition to those made available and can justify their use. Organizes data using formats that make it easier to process or interpret the information. Proposes complete answers or efficient solutions. Justifies the changes that must be made to his/her plan of action in light of the results obtained.

4

Thorough competency development

Selects the relevant information pertaining to the problem. Formulates plausible hypotheses or feasible solutions that reflect the constraints and conditions associated with the problem. In developing a plan of action, controls variables that may influence the results. Plans each step in his/her plan of action. In carrying out his/her plan of action, records the elements needed to develop answers or solutions, and makes any necessary adjustments. Collects valid data by correctly using the selected tools and instruments. In a scientific activity, checks whether the hypothesis is consistent with the analysis of the results. In a technological activity, ensures that his/her solution meets the need identified or the specifications. Proposes appropriate answers or solutions that take into account his/her results or tests. If necessary, suggests improvements that must be made to his/her plan of action.

3

Acceptable competency development

Identifies elements of the problem or the need to be satisfied. Formulates a hypothesis or possible solution that takes into account some of the constraints associated with the problem. Proposes a basic plan of action that identifies variables that may influence the results. Uses tools, equipment and materials from among those made available. Works in a way that shows concern for own safety and that of other people. Indicates the approach used to gather data and shows that the outlined steps were followed. In a scientific activity, makes connections between the hypothesis and his/her analysis of the results. In a technological activity, presents a solution that partially meets the need identified or the specifications. Proposes answers or solutions that usually reflect his/her results or tests.

2

Partial competency development

Makes assumptions that are more or less related to the problem. In developing a plan of action, identifies variables that are of little or no relevance. Does not use the available tools, equipment and materials in a very appropriate manner. In his/her plan of action, describes some of the steps performed or certain aspects of the design solution. Presents the results and proposes answers or solutions without checking whether they are related to the results or the problem.

1

Minimal competency development

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

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Applied Science and Technology program).

Teachers should propose learning and evaluation situations that require students to apply their knowledge of science and technology. By choosing various applications, teachers can propose a variety of tasks that speak to different learning styles. Different teaching strategies used to help students solve problems, such as the problem-solving approach, case studies, debate and the project-based approach, encourage students to reflect on what they are doing, provided they are obliged to ask questions and gain a new perspective on their approach. The analysis of data and information enables students to pursue the development of their cognitive skills in increasingly complex situations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- involve a limited number of aspects and points of view related to the application examined
- be oriented toward the analysis, maintenance or repair of objects and systems associated with the concepts learned in Secondary III and with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- be organized so that students are guided through the process of inspecting the technical object or technological system to ensure that it is in working order
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- involve a greater number of aspects and points of view related to the application examined
- be oriented toward the design, analysis, maintenance or repair of objects and systems associated with the concepts learned in Secondary IV and with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources needed to maintain or repair the object or system in question
- require students to justify their choice of methods, strategies or techniques
- require students, as part of the problem-solving process, to inspect the technical object or technological system to ensure that it is in working order
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Justifies his/her explanation or tentative solution on the basis of his/her knowledge. In his/her explanations or solutions, includes elements that are complementary to the key concepts associated with the application. Suggests improvements related to the choice of materials or the manufacturing processes associated with the application. Anticipates how defective parts will affect the rest of the application. Proposes and makes adjustments to improve the performance of the application. Provides explanations or justifies his/her solutions or adjustments on the basis of scientific or technological principles, addressing issues that go beyond the basic operating principles of the application. Uses mathematical formalism systematically when the application calls for it. Ultimately produces rigorous explanations or solutions and identifies positive and negative consequences of the application.

4

Thorough competency development

Formulates a set of questions that makes it possible to identify the essential aspects related to the application and its context. Proposes an explanation or a tentative solution that influences the rest of his/her problem-solving approach. Identifies the operating conditions for a technical object, technological system, a product or a process. Determines the overall function of an application and identifies its main components. Establishes relevant connections between the application and scientific and technological principles using concepts, laws, theories and models reflected in the application. Provides a description of the principles underlying the construction or operation of the technical object or system and its main subsystems and mechanisms. Identifies the defective parts of the application. Proposes or makes appropriate adjustments to the application. Justifies his/her explanations, solutions or adjustments mainly on the basis of scientific or technological principles. Uses mathematical formalism when the application calls for it. Ultimately produces coherent explanations or solutions and is realistic in identifying consequences of the application.

3

Acceptable competency development

Formulates a set of questions that covers some of the essential aspects of the application. Identifies the most basic operating conditions for a technical object, a technological system, a product or a process. Determines the overall function of an application. Establishes obvious connections among the concepts, laws, theories and models reflected in the application. Provides a brief description of some of the operating principles of the application. Uses mathematical formalism, but makes minor errors in the process. Ultimately produces partial explanations or solutions and is not very realistic in identifying consequences of the application.

2

Partial competency development

Identifies some of the scientific or technological concepts related to the application or establishes connections among them that are more or less relevant. Names some of the operating principles of a technical object, a technological system, a product or a process. Ultimately produces explanations or solutions that are not very coherent.

1

Minimal competency development

Formulates a set of questions that has no connection to the application. Copies out elements related to the application. Assigns an inappropriate use to a technical object, a technological system or a product. Proposes or makes inappropriate adjustments.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in communicating in the languages used in science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Applied Science and Technology program).

Teachers should propose learning and evaluation situations that require students to select an appropriate type of representation, to use appropriate scientific and technological terms, both orally and in writing, and to make connections between concepts and their various graphic or symbolic representations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the particulars mentioned below.

Among other things, the situations in Secondary III should meet the following criteria:

- provide more detailed instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts learned in Secondary III that are associated with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- indicate the appropriate methods, strategies or techniques to be used
- involve periods of guided reflection

Among other things, the situations in Secondary IV should meet the following criteria:

- provide limited instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts learned in Secondary IV that are associated with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- involve periods of reflection, in which students participate individually or in groups

5

Advanced competency development

Uses complementary elements in order to enhance the quality of communication. Accurately interprets the information in the message. Identifies and uses relevant sources of information and, when required, justifies their credibility by referring to valid criteria. Expresses messages using everyday language in order to make them easier to understand and interpret. Uses vocabulary that surpasses expectations, while observing the rules and conventions for all types of representation. Chooses efficient tools to represent data.

4

Thorough competency development

Selects the elements appropriate for completing the task. Identifies and uses credible sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and communicates it clearly using appropriate means. Produces a message without ever violating intellectual property. Uses vocabulary in accordance with the rules and conventions for all types of representation. Uses appropriate tools, such as information and communications technologies, to represent data in tables, graphs or diagrams.

3

Acceptable competency development

Correctly decodes information in the message. Uses certain sources of information that may vary in their credibility. Organizes elements of his/her message adequately and partially adapts the message to the target audience. For the simpler concepts, uses vocabulary in accordance with rules and conventions. Chooses acceptable tools to represent data.

2

Partial competency development

Writes down elements that are somewhat useful for the completion of the task. Mentions information in the message to be interpreted. Presents elements of his/her message one after the other without adapting it to the target audience. Uses basic vocabulary or a type of representation that is largely inconsistent with rules and conventions.

1

Minimal competency development

Does not cite the sources of information consulted. Presents an insufficient number of elements resulting in an incomprehensible message. Uses inappropriate vocabulary or types of representation without following rules and conventions. Chooses tools that are inappropriate for representing data.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations necessitating the use of the three competencies in the History and Citizenship Education program.

To enable students to demonstrate their competency in examining social phenomena from a historical perspective, the situations provided in Secondary III should allow them to:

- consult a variety of documents concerning an object of inquiry
- find information and formulate questions
- present their examination of social phenomena of the present and past
    - ☼ In presenting this examination, the students must organize their information or questions in a way that takes into account the past, duration, and complexity.
- critically assess their process

To ensure the validity of their judgments, teachers must take into account the evaluation criteria for the competency, following the guidelines below.

The student's examination of social phenomena of the present and past takes into account the *time perspective*:

- when he/she refers to duration (chronological reference points, synchrony, diachrony, continuity and change)

The student's examination of social phenomena of the present and past is *relevant*:

- when he/she refers to the past (origin, context, beliefs, attitudes, values, facts, actors, witnesses, actions, points of view)
- when he/she looks at phenomena in their complexity (aspects of society and connections between them)
- when he/she uses concepts
- when he/she considers causes
- when he/she considers consequences of the social phenomenon of the past

The student engages in *critical analysis*:

- when he/she reflects on his/her process (learning achieved, strategies, difficulties, ways to improve)

5

Advanced competency development

Finds information and formulates questions in which the points of view of actors or witnesses concerning the past are considered. Presents a well-structured examination of social phenomena of the present and past. Suggests ways to improve his/her process.

4

Thorough competency development

As regards complexity, finds information and formulates questions in which links are sometimes established between the different aspects of society. Finds information and formulates questions that often take duration into account. Makes appropriate use of concepts related to the social phenomenon. Finds information and formulates questions that often take into account causes of social phenomena of the present and past as well as consequences of the social phenomenon of the past. Identifies causes of his/her successes and difficulties.

3

Acceptable competency development

Finds information and formulates questions that take into account the past, without, however, taking into account the points of view of actors or witnesses. Finds information and formulates questions that, as regards complexity, take into account different aspects of society. Finds information and formulates questions that sometimes take into account causes of social phenomena of the present and past as well as consequences of the social phenomenon of the past. Finds information and formulates questions that sometimes take duration into account. Presents a relatively unstructured examination of social phenomena of the present and past. Highlights his/her successes and identifies challenges to meet to improve his/her process.

2

Partial competency development

Examines various documents concerning the object of inquiry. Finds information and formulates questions that do not take the past into account much and, as regards complexity, take little account of the different aspects of society. Finds information and formulates questions that rarely take duration into account. Enumerates actions taken as part of his/her process.

1

Minimal competency development

Scans various documents concerning the object of inquiry, such as texts, maps, diagrams, tables, visual documents and time lines. Finds information and formulates questions that do not take into account the past, complexity or duration. Presents information as he/she found it and questions as he/she formulated them, without any effort at organization.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations necessitating the use of the three competencies in the History and Citizenship Education program.

To enable students to demonstrate their competency in interpreting social phenomena using the historical method, the situations provided in Secondary III should allow them to:

- formulate a hypothesis (tentative explanation)
- consult a variety of documents concerning an object of interpretation
- find information
- present their interpretation of the social phenomenon of the past
    - ☼ In presenting this interpretation, the students must answer the question posed using arguments that take into account facts and explanatory factors and must put their interpretation in perspective.
- critically assess their process

To ensure the validity of their judgments, teachers must take into account the evaluation criteria for the competency, following the guidelines below.

The student's interpretation of the social phenomenon of the past demonstrates *rigorous reasoning*:

- when he/she establishes facts (space-time framework, circumstances, actions, actors, witnesses, interests, points of view)
- when he/she explains the social phenomenon (explanatory factors, consequences)
- when he/she uses concepts
- when he/she provides an argument and draws conclusions

The student's interpretation of the social phenomenon of the past demonstrates a *critical distance*:

- when he/she puts the interpretation in perspective (similarities and differences between societies, frames of reference)

The student engages in *critical analysis*:

- when he/she reflects on his/her process (learning achieved, strategies, difficulties, ways to improve)

5

Advanced competency development

Presents a well-structured interpretation of the social phenomenon of the past. Takes the interests and points of view of actors and witnesses into account in presenting his/her interpretation. Uses well-substantiated arguments in answering the question posed. Suggests ways to improve his/her process.

4

Thorough competency development

Finds information that is often relevant to the question posed. Makes appropriate use of concepts related to the social phenomenon. Often takes facts and explanatory factors into account in presenting his/her interpretation of the social phenomenon. Often takes similarities and differences between two societies of the same period into account in presenting his/her interpretation. Often uses appropriate arguments in answering the question posed. Identifies causes of his/her successes and difficulties.

3

Acceptable competency development

Formulates a hypothesis that is relevant to the question posed. Finds information that is sometimes relevant to the question posed. Presents a relatively unstructured interpretation of the social phenomenon of the past. Sometimes takes facts and explanatory factors into account in presenting his/her interpretation of the social phenomenon. Sometimes takes similarities and differences between societies of the same period into account in presenting his/her interpretation. Sometimes uses appropriate arguments in answering the question posed. Underlines his/her strengths and identifies challenges to meet to improve his/her process.

2

Partial competency development

Formulates a hypothesis that is not relevant to the question posed. Examines various documents concerning the object of interpretation. Finds information that has little relevance to the question posed. Rarely takes facts and explanatory factors into account in presenting his/her interpretation of the social phenomenon. Rarely takes similarities and differences between two societies of the same period into account in presenting his/her interpretation. Rarely uses appropriate arguments in answering the question posed. Enumerates actions taken as part of his/her process.

1

Minimal competency development

Scans various documents concerning the object of interpretation, such as texts, maps, diagrams, tables, visual documents and time lines. Finds information that has no relevance to the question posed. Situates facts on a time line. Presents information as he/she found it, without answering the question posed.

At the end of Secondary III and Secondary IV, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations necessitating the use of the three competencies in the History and Citizenship Education program.

To enable students to demonstrate their competency in strengthening their exercise of citizenship through the study of history, the situations provided in Secondary III should allow them to:

- consult a variety of documents concerning an object of citizenship
- find information
- present their understanding of the object of citizenship
    - ☼ In presenting their understanding, the students must formulate an opinion on a social issue, in which they establish a relationship between past and present with regard to social life, public institutions, democratic life, their social identity and the aspects of the issue, whenever possible.
- critically assess his/her process

To ensure the validity of their judgments, teachers must take into account the evaluation criteria for the competency, following the guidelines below.

The student applies *historical knowledge in different contexts*:

- when he/she establishes a relationship between past and present
- when he/she uses concepts

The student shows *consideration for community life*:

- when he/she refers to social life (human action, speaking out, acting to bring about change)
- when he/she refers to public institutions (origin, purpose, citizen's role)
- when he/she refers to democratic life (values, principles, rights)

The student demonstrates *consideration of the pluralistic nature of a society*:

- when he/she refers to his/her social identity (aspects, origin, diversity, shared identity)

The student *discusses a social issue*:

- when he/she establishes what they are about, considers possible solutions, identifies advantages and disadvantages and justifies his/her opinion

The student engages in *critical analysis*:

- when he/she reflects on his/her process (learning achieved, strategies, difficulties, ways to improve)

5

Advanced competency development

Presents a well-structured understanding of the object of citizenship. Often establishes a relationship between past and present. Uses well-substantiated arguments to support his/her opinion. Suggests ways to improve his/her process.

4

Thorough competency development

Finds information that is often relevant to the object of citizenship. Often takes the pluralistic nature of a society and community life into account in presenting his/her understanding of the object of citizenship. Makes appropriate use of concepts related to the social phenomenon. Often uses appropriate arguments to support his/her opinion. Identifies causes of his/her successes and difficulties.

3

Acceptable competency development

Finds information that is sometimes relevant to the object of citizenship. Presents a relatively unstructured understanding of the object of citizenship. Sometimes takes the pluralistic nature of a society and community life into account in presenting his/her understanding of the object of citizenship. Sometimes establishes a relationship between past and present. Sometimes uses appropriate arguments to support his/her opinion. Highlights his/her successes and identifies challenges to meet to improve his/her process.

2

Partial competency development

Examines various documents concerning the object of citizenship. Finds information that is not very relevant to the object of citizenship. Takes the pluralistic nature of a society and community life into little account in presenting his/her understanding of the object of citizenship. Gives an opinion that is rarely supported by appropriate arguments. Enumerates actions taken as part of his/her process.

1

Minimal competency development

Scans various documents concerning the object of citizenship, such as texts, maps, diagrams, tables, visual documents and time lines. Finds information that takes into account neither the pluralistic nature of a society nor community life. Presents information as he/she found it, without giving his/her opinion.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of creation situations that enable them to demonstrate their competency in creating dramatic works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 11 of the Drama program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- explore theatrical elements appropriate to their communicative purpose
- work in interaction with classmates and sometimes individually
- use various material resources: visual, auditory, textual and digital
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- improvise, taking into account the gestures of their character
- spontaneously compose short dramatic scenes
- work in teams and present their productions for classmates in the classroom
- develop the distinctive traits of a character, and the character's role in the dramatic action
- use a basic storyline as a playwriting method
- integrate elements of blocking and make use of the stage space
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Plans early in the process the steps of the creative work to be accomplished and encourages the exchange of ideas to stimulate his/her team. Creates roles, experiments with different aspects of his/her characters and adds perceptive stage directions to clarify the intentions of his/her characters. Includes different dramatic techniques in his/her texts and uses different dramatic genres. Makes use of visual and aural elements and develops appropriate set designs to enrich his/her creations. Easily justifies his/her creative choices and identifies the learning accomplished during his/her creative projects.

4

Thorough competency development

Improvises the outline of the story in the performance space and chooses, from among the ideas that emerge, those that best suit his/her creation. Invents credible characters and stories drawn from his/her personal experience or popular culture. Reuses elements from previous experiments in order to improve on his/her creation. Takes into account the essential elements of a character throughout the process of creation, organizes the performance space to support his/her creative projects and establishes conventions pertaining to the unity of time, space and action. Contributes in a meaningful way to the work of his/her team. Adjusts his/her creative projects in response to the comments of classmates and uses subject-specific vocabulary appropriately to describe his/her creative experiences.

3

Acceptable competency development

Expresses ideas if asked and respects the stimuli for creation. Regularly repeats the same type of characters in his/her creative projects. Organizes his/her creations taking dramatic structure into account (beginning, middle, end). Inserts stage directions into his/her scripts to indicate stage movement. Uses documentary resources and materials provided (visual and audio elements) and takes the audience into account when organizing the performance space. Adjusts his/her creations in accordance with suggestions for improvement. Participates in teamwork, respects the performance conventions established by the team and completes his/her projects. Explains the main steps in his/her creative projects and keeps a record of them in a personal record.

2

Partial competency development

Makes a synopsis of his/her creative projects, checks them with the teacher and carries out the expected tasks with help. Composes his/her stories with the help of ideas from classmates and uses gestures pertaining to himself/herself rather than to the character. Constructs his/her characters from stereotypes and modifies aspects of them after receiving directions from the teacher. Makes minimal use of the performance space, follows the blocking decided by the team and speaks his/her lines on cue during the performances. Briefly describes his/her creative experiences.

1

Minimal competency development

Carries out short improvisations with the support of classmates. Uses the stage design already installed to work out his/her stage movements. Determines a few features of his/her characters and adds an ending with the teacher's help. Presents his/her creations in preliminary form.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of performance situations that enable them to demonstrate their competency in performing dramatic works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Drama program).

The situations offered should enable students to do the following:

- make use of various stimuli for performance
- explore a repertoire drawn from various historical periods and cultures, as well as the creations of their classmates
- work in interaction with classmates and sometimes individually
- use various material resources: visual, auditory, textual and digital
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- play a character
- stage simple theatrical performances and present their productions in the classroom
- use body techniques and expression to build a character (exaggeration, targeting of audience) and vocal techniques (projection, articulation, pronunciation)
- develop a character paying special attention to dialogue
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Plans the steps of the performance process. Takes ownership of the work by assimilating traits of the characters and exploring different ways of playing them. Accurately expresses the emotional range of the characters. Directs the physical staging arrangements of his/her team and adds relevant visual and auditory elements to enrich his/her interpretations. Inserts elements of theatrical techniques, makes appropriate use of theatrical costumes and takes classmates' comments into account to improve his/her performance. Accepts all types of roles offered him/her on short notice and reacts appropriately to unexpected situations. Explains his/her performance choices and problem-solving strategies.

4

Thorough competency development

Takes into account the particular features of the types of speech, motivations and character of the people he/she is playing. Uses nonverbal means of communicating the characters' emotions. Improves his/her performance by using physical and vocal techniques. Respects the work of the group in shaping his/her performance and respects the performance conventions adopted in the direction of the work. Uses his/her ideas and those of others to move the performance forward and stimulates the team with his/her comments. Makes relevant use of visual and aural elements and makes use of the entire performance space. Asks questions about the quality of his/her performances and makes adjustments to his/her interpretations.

3

Acceptable competency development

Summarizes the dramatic action and explores the basic traits of his/her characters. Follows the stage directions in his/her performances, speaks the lines clearly and on cue. Uses the visual and auditory elements available in his/her stage movement and integrates costumes and accessories into his/her performances. Establishes visual contact with performance partners and retains his/her concentration when an error is pointed out. Describes his/her performance choices using the main terms of the subject-specific terminology.

2

Partial competency development

Identifies in the scripts the different scenes to be played. Describes the connections between the characters in the play and explores the details of his/her characters, with outside help. Creates a stage design by taking into account the locations mentioned in the work and plans some basic blocking. Uses examples suggested by classmates to play a character. Respects simple performance conventions and the established staging arrangements. Briefly describes his/her performance experiences.

1

Minimal competency development

Carries out the tasks with constant assistance. Chooses minor roles and plays with the script in hand. Wears the appropriate costume during performances and uses the materials assigned to him/her. Points out a particular moment in his/her performance.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dramatic works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 25 of the Drama program).

The situations offered should enable students to do the following:

- take part in activities to observe dramatic works, including productions of their classmates and theatrical performances
- gain exposure to a varied theatrical repertoire
- refer to a cultural experience and to visual or digital documentation
- compare their observation experiences with those of classmates
- communicate their appreciation orally or in writing, using subject-specific vocabulary
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- examine the work of classmates
- comment on vocal and expressive techniques (projection, articulation, pronunciation)
- comment on a character (distinctive traits, role in the dramatic action) and on types of speech (dialogues)
- comment on visual and auditory elements (performance space, blocking) and on the group work
- keep a record of their appreciation process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Identifies the contribution of visual and auditory elements used in the production, as well as elements that advance the action. Adds relevant personal appreciation criteria. Illustrates his/her comments with concrete examples and shows objectivity in communicating them. Comments on the artistic choices of classmates and stimulates discussion by means of pertinent questions. Identifies the principal learning acquired during his/her appreciation experiences.

4

Thorough competency development

Distinguishes the different levels of language in the works and describes the use of the performance space. Makes connections between the concepts introduced in the classroom and what he/she has seen on stage. Expresses an opinion of visual elements. Refers to his/her cultural references and to his/her artistic experiences to support his/her appreciation statements. Discusses with classmates what he/she felt during the performances and adjusts his/her appreciation statements, if necessary. Communicates his/her appreciation statements using subject-specific vocabulary.

3

Acceptable competency development

Comments on dramatic sequences using several observation criteria and compares the different productions of his/her classmates. Composes comments on the distinctive traits of the characters and identifies stereotypes. Expresses a point of view on the use of the performance space and the visual and auditory elements chosen for the presentation.

2

Partial competency development

Summarizes the scene or dramatic sequence and identifies a visual or auditory element that caught his/her attention. Uses the observation strategies suggested by the teacher and formulates an opinion based on one aspect of the dramatic sequence. Briefly communicates his/her appreciation.

1

Minimal competency development

Describes the broad outlines of dramatic sequences with the teacher's help. Identifies the obvious elements of the productions. Expresses a simple impression such as "I liked it" or "I didn't like it" or agrees with comments he/she has heard from others.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of creation situations that enable them to demonstrate their competency in creating personal images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 13 of the Visual Arts program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- transform materials using their memory, observation and inventiveness
- create their images having access to traditional materials and tools
- enrich their images by drawing on varied documentary resources
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- transform materials to create two- or three-dimensional images
- use visual arts concepts
- work alone
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Develops his/her ideas by drawing on the visual repertoire and his/her cultural references. Keeps a record of his/her ideas and experiments in a recording tool and consults it regularly. Produces well-developed images and adds supplementary elements to enrich them. Selects novel ways to transform matter and organize space. Justifies his/her choices throughout the process. Suggests well-chosen solutions when faced with unexpected problems. Refines his/her images to give them a personal touch.

4

Thorough competency development

Does experiments and varies his/her ideas from one creation to another. Mobilizes various resources to enrich his/her images. Uses materials in a relevant way, chooses appropriate gestures and uses visuals arts language and spatial organization authentically. Organizes his/her time for tasks to be carried out. Regularly consults his/her recording tool during the creative process. Describes his/her creative experiences using subject-specific vocabulary and keeps a record of the whole of his/her creative process.

3

Acceptable competency development

Takes into account the stimuli for creation and uses the documentary resources provided. Discusses with classmates to find ideas and completes his/her creative projects. Makes sketches and experiments with gestures using the tools and materials suggested. Selects elements of visual arts language and organizes space appropriately in order to produce his/her images. Identifies the strong and weak points in his/her process and names the main strategies he/she used.

2

Partial competency development

Asks questions to clarify the task, prepares the materials required and notes down some creative ideas. Selects the basic elements of visual arts language and uses simple gestures and familiar materials. Talks about the steps in his/her process.

1

Minimal competency development

Sketches images based on his/her first idea and produces them with the help of classmates or the teacher. Uses materials and tools in a rudimentary way. Uses the colours provided as given and organizes the space in a simple manner.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of creation situations that enable them to demonstrate their competency in creating media images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Visual Arts program).

The situations offered should enable students to do the following:

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

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- transform materials to create two-dimensional images
- use concepts related to the language of visual arts
- work alone
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Plans his/her creative projects, does research and gathers relevant information on the messages to be conveyed to understand the target audiences. Uses novel ways of transforming materials and organizing space. Produces well-developed images and adds supplementary elements to enrich them. Justifies his/her choices of visual codes, symbols, shapes and colours throughout the process and assesses the effect of his/her visual message.

4

Thorough competency development

Identifies the characteristics of the target audience and produces his/her images by choosing visual codes to communicate a clear, unambiguous message. Uses materials, gestures and elements of visual arts language and spatial organization to assign the appropriate function to the media image (to inform, persuade, entertain). Organizes his/her time for the tasks to be carried out. Describes his/her creative experiences using subject-specific vocabulary and keeps a record of the whole of his/her creative process.

3

Acceptable competency development

Uses the documentary resources available to produce his/her media image based on the stimuli for creation and completes his/her projects. Makes sketches of his/her creative projects and produces his/her media images using the visual codes suggested by the teacher. Organizes space appropriately to communicate the messages. Experiments with gestures using the tools and materials appropriate to his/her media creation projects. Identifies the strong and weak points of his/her creative process and names some of the strategies used.

2

Partial competency development

Asks questions to clarify the task, prepares the materials required for his/her projects and notes down some creative ideas. Transmits visual messages that partially respect the stimuli for creation. Selects the basic elements of visual arts language and uses simple gestures and familiar materials. Talks about the steps of his/her process.

1

Minimal competency development

Identifies a target audience and produces his/her image using familiar visual codes. Sketches his/her images based on a first idea and produces them with the help of classmates or the teacher. Uses materials and tools in a rudimentary way. Inserts the suggested media elements and organizes the space in a simple manner.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 28 of the Visual Arts program).

The situations offered should enable students to do the following:

- take part in activities to observe artistic creations, including those of their classmates
- gain exposure to a varied visual repertoire
- refer to a cultural experience and visual or digital documentary resources
- compare their observations with those of classmates
- communicate their appreciation orally or in writing using subject-specific vocabulary
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- read works of art and media images
- keep a record of their appreciation process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Compares the works of one artist and the most well-known artistic currents. Uses personal research to enrich his/her appreciations. Deepens his/her appreciations by asking relevant questions and helping classmates to define their ideas. Justifies his/her interpretations of the meaning of images with arguments that take the images' components into account. Makes connections with certain aspects of other appreciation experiences.

4

Thorough competency development

Identifies the sociocultural and historical aspects in works of art, cultural objects and media images and makes connections between different works. Identifies the characteristics of images observed such as their expressive elements and type of spatial representation. Points out elements that foster the effectiveness of a message and take into account the target audience. Justifies his/her appreciation with appropriate comments employing correct usage of subject-specific vocabulary.

3

Acceptable competency development

Formulates his/her appreciations taking into account the selected criteria. Distinguishes a historical work from a contemporary one and names the elements of visual arts language observed in the work. In works he/she observes, identifies simple ways of organizing space and points out the presence of perspective. Associates an emotion he/she feels with an aspect of the image. Mentions the characteristics of a media image and identifies its message. Describes his/her appreciation process and keeps a record of it in a recording tool.

2

Partial competency development

Identifies the basic elements of visual arts language in a work: shapes, lines, colours, textures and patterns. Describes the main idea of works and briefly communicates his/her appreciations, taking into account the criteria suggested and relying on general observations.

1

Minimal competency development

Carries out the simplest steps of an appreciation process. Distinguishes a figurative work from a non-figurative work. Makes a comment, with the help of the teacher, referring to the most obvious elements of the work. Talks about some aspect of his/her appreciation process.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of creation situations that enable them to demonstrate their competency in creating dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 13 of the Dance program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- work individually or in a group (in small groups or with a partner)
- enrich their creations by means of various documentary or artistic resources
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- adapt choreographic sequences
- make use of elements of dance language: time, space and energy
- use one or more different composition procedures
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Makes use of various sources of information to develop his/her creation and anticipates the steps in the tasks to be carried out. Adds refined movements and expressive elements to enhance his/her creative projects. Uses an innovative combination of elements of dance language, dance structure and composition procedures to develop his/her creative projects. Stimulates his/her team with his/her comments and original choreographic ideas. Proposes solutions to a problem, taking into account the physical and expressive capacities of the group.

4

Thorough competency development

Shows a clear understanding of the stimulus for creation and makes original modifications to the movement sequence according to the meaning he/she wishes to express in the creation. Makes use of elements of dance language and his/her technical skills to vary the movement. Chooses composition procedures appropriate to the creative intention. Ensures that the work of his/her team is followed up from one period to the next. Adjusts his/her creative projects according to comments received. Explains his/her choreographic choices and points out the learning related to the creative dynamic. Describes his/her creative experiences using terms from the subject-specific vocabulary. Keeps a record of his/her creative ideas in a recording tool.

3

Acceptable competency development

Starts off his/her work with an element of information taken from his/her research and takes into account the stimulus for creation when making choreographic choices. Carries out tasks using his/her stock of gestures and simple dance elements. Makes simple modifications to the suggested sequence and integrates a composition procedure. Structures his/her dances, observing the sequence (beginning, middle, end). Modifies certain aspects of his/her creative projects when suggestions for improvement are made and completes his/her projects. Participates in discussions with the team and comments on his/her creative experience.

2

Partial competency development

Sketches out his/her dances based on an element of dance language or a choreographic principle. Uses mainly the extremities of the body, levels (upper, mid, low) and simple spatial actions to adapt movement. Plays the role he/she was assigned by the team and looks for approval or asks for help from classmates or the teacher to pursue his/her work. Explains the initial idea and the main choices made by his/her team.

1

Minimal competency development

Performs the simplest aspects of the tasks with constant help. Relies on imitation to adapt his/her dances or reproduces stereotypical movements. Plays a limited role in the team. Observes his/her classmates during the creative work and follows their suggestions.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of performance situations that enable them to demonstrate their competency in performing dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 20 of the Dance program).

The situations offered should enable students to do the following:

- perform their creations, those of classmates and the teacher, as well as excerpts from dances of various styles and genres
- use various documentary or artistic resources, and occasionally the cultural resources available in the community
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- work on a dance movement
- perform their dance, alone or in a group
- make use of aspects associated with mobility
- make use of aspects associated with artistic expression
- take into account dance conventions
- keep a record of their performance process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Links movements fluidly and demonstrates musicality. Performs complex movement sequences with amplitude, making maximum use of the space. Adjusts his/her performances to bring out the expressive aspects of his/her dances or to take into account changes in choreography or set design. Helps his/her partners to solve problems related to mobility and artistic expression by suggesting the corrections required. Takes advantage of learning acquired in other performance situations and shares his/her memorization strategies.

4

Thorough competency development

Memorizes and rehearses movement sequences autonomously. Performs movements with precision, uses weight transfer effectively and adjusts his/her stage movements in accordance with those of his/her partners. Uses orientation markers appropriately and retains concentration in spite of unexpected situations. Controls his/her movements according to changes in direction and adjustments made to the sequence, taking into account his/her motor abilities. Asks questions in order to improve his/her performances. Communicates the intention of the dance through facial or bodily expressions. Points out his/her expressive qualities and the learning he/she has acquired using subject-specific vocabulary.

3

Acceptable competency development

Observes the sequence to be performed and identifies the technical difficulties of linking the movements. Executes the entire sequences of movements, generally reproducing them according to the prescribed rhythm. Carries out simple movements from one stage area to another while keeping the beat in dances of medium tempo. Integrates dynamic principles associated with isolation and coordination in a nonlocomotor sequence. Respects the personal space assigned to him/her throughout the sequence and maintains concentration during the performance. Corrects the execution of certain movements when errors are pointed out to him/her. Keeps a record of his/her performance process.

2

Partial competency development

Memorizes sections of the dance. Executes movements associated with simple rhythmic patterns and uses music as a guide to performing a sequence of movements. Performs movements that rely on one part of the body and finds his/her place in different types of formations. Identifies the most obvious errors in his/her performance and works on the execution of his/her movements with help from classmates.

1

Minimal competency development

Carries out the movement sequences in a basic way with constant help. Performs the simplest parts of the sequence and relies on imitation during performances for an audience.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 27 of the Dance program).

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

- take part in activities to observe excerpts of choreographic works, including the productions of classmates
- refer to a cultural experience and to documentary resources
- refer to works from a varied repertoire
- share their observations and compare them with those of classmates
- use appropriate strategies
- communicate their appreciation orally or in writing, using subject-specific vocabulary

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- consider dances created or performed by classmates
- comment on creative aspects (elements of dance language and composition procedures)
- comment on performance aspects (mobility)
- keep a record of their appreciation process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Suggests elements to observe and describes clearly his/her ideas about dances. Notes the dynamic qualities of movements affecting the quality of dance performances. Asks questions about choreographic choices and notes the elements that help express the meaning of dances. Comments on the aesthetic qualities of the dances observed and discusses his/her observations and feelings with his/her peers. Points out the similarities and differences in the treatment of choreographic elements in the creations of classmates.

4

Thorough competency development

Recognizes the strong and weak points in performances and compares one performance to another. Associates the expressive and symbolic elements of performances with the images and reactions they elicit in the viewer in order to support his/her appreciations. Comments on the choreographic structure of dances. Refers to artistic experiences to support his/her appreciations. Communicates his/her appreciation in a structured manner using subject-specific vocabulary.

3

Acceptable competency development

Mentions the composition procedures used and an element of dance language in the dances observed. Describes the general development of dances and identifies associations between the movement and the sound environment. Develops his/her appreciations from a key moment in the dances or from predetermined criteria. Comments on the performance of dances by referring to aspects associated with artistic expression. Adjusts his/her appreciations in light of suggestions received.

2

Partial competency development

Names the basic elements of dance language and simple concepts of choreographic organization present in the performance. Communicates briefly his/her appreciations in a rudimentary manner, taking into account a given criterion and associating stereotypical images with the dances.

1

Minimal competency development

Describes the beginning and the end of the dance. Identifies the simple elements that make up the dances and comments on the costumes, music or sound effects. Formulates his/her appreciations based on an element of the dances observed. Expresses a simple impression such as “I liked it” or “I didn’t like it” or agrees with comments he/she has heard from others.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of creation situations that enable them to demonstrate their competency in creating musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 12 of the Music program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- carry out various experiments involving melodic and rhythmic improvisations, arrangements or compositions
- use a variety of sound sources (voice, body, sound objects, percussion instruments, various melodic instruments and instruments based on information and communications technologies)
- enrich their creations by means of various documentary or artistic resources
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- improvise and compose alone, with a partner or in a group
- use sound sources, elements of musical language that are simple in structure
- use one or more composition techniques
- keep a record of their creative process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Makes use of his/her instrument's range to develop and enrich his/her creative ideas. Improvises melodies alone, combining elements of language and structure. Makes use of musical elements in novel ways and uses more than one compositional procedure to enrich his/her creative works. Writes out his/her scores using a notation code (traditional, nontraditional or personal). Acts to stimulate teamwork in order to improve the musical creation. Explains the strong and weak points in his/her creative procedure and finds solutions to problems encountered.

4

Thorough competency development

Plans the principal stages of his/her work and uses simple structures (form, rhythmic and melodic organization) to compose a musical work. Uses previous experiments in an appropriate way, uses his/her instrumental technique to advantage and incorporates expressive elements in his/her compositions. Improvises a short melody on his/her instrument accompanied by a simple harmonic base. Expresses well-chosen comments on the work of his/her group and describes the steps of the creative process using subject-specific vocabulary.

3

Acceptable competency development

Explores different approaches related to the stimulus for creation and tries out different ways of using his/her ideas. Composes a musical work using one compositional procedure. Improvises a rhythmic or melodic sequence using the appropriate sound sources. Incorporates previous experiments with sound effects or musical elements into his/her creative works. Uses suggestions from the teacher or from classmates to carry out his/her creative projects. Mentions the difficulties encountered and the principal steps in his/her creative process, and keeps a record of them.

2

Partial competency development

Carries out tasks in a rudimentary manner and develops his/her creations based on musical stereotypes, according to the suggested procedure. Experiments with note sequences and completes a melody with joined sounds or repeated notes. Produces a short melodic improvisation based on a simple structure. Invents a repetitive rhythmic pattern (rhythmic ostinato). Uses the basic register of his/her instrument in his/her creations.

1

Minimal competency development

Presents his/her creation in a sketchy state. Composes a short rhythmic or melodic work and improvises a simple rhythmic sequence with the help of another. Reproduces the sounds heard in the classroom and uses a single sound source in his/her creation. Comments on his/her creative experiences in a rudimentary manner.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of performance situations that enable them to demonstrate their competency in performing musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Music program).

The situations offered should enable students to do the following:

- play musical works drawn from a wide repertoire, as well as their own creations
- use their voice, instrument or other sound in a variety of acoustic contexts
- play musical works written for large and small groups and sometimes perform as a soloist in a group
- perform in front of an audience
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- perform works from the repertoire and their own creations, in large groups, in small groups or solo
- make use of the basic register of their instruments
- make use of sound sources, elements of musical language that are simple in structure
- keep a record of their performance process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Tunes his/her instrument autonomously and sight-reads short pieces. Plays a supplementary repertoire at a level equivalent to or higher than the level offered in the classroom. Plays a solo and his/her own creation in a personal manner, respecting all the indications on the score and bringing out the expressive nature of the works. Shows leadership within the group by suggesting improvements to the performance of works. Identifies the difficulties encountered and finds solutions autonomously.

4

Thorough competency development

Uses effective reading strategies to become familiar with the work. Makes use of available resources and refers to the learning acquired during previous performances. Plays works in an expressive way, taking into account simple articulation signs and changes in tempo. Takes into account the structure of the piece, responds to the directions of the conductor and rejoins the ensemble performance by finding the exact place in the score to resume playing. Uses advanced elements of technique to advantage in his/her performance. Describes the steps of his/her performance process using subject-specific vocabulary.

3

Acceptable competency development

Identifies the principal elements of musical language in his/her score, such as rhythmic sequences, articulation signs and similarities and differences between passages. Plays his/her score according to the key signature and dynamic signs, links musical phrases and adjusts to ensemble playing according to the conventions established. Makes notes on his/her score pertaining to his/her performance. Improves his/her performance in the light of comments received. Keeps a record of his/her performance.

2

Partial competency development

Uses the strategies suggested by the teacher in order to become familiar with the content of the work. Assumes the appropriate posture for playing and uses basic fingering and elementary techniques to produce the sounds. Plays a work containing simple rhythmic cells and using the middle register of his/her instrument. Corrects his/her playing errors, provided that errors of technique and reading are pointed out to him/her.

1

Minimal competency development

Identifies the notes and rests in the score. Plays short melodies alone, using the basic register of his/her instrument. Participates in ensemble performance, playing simple parts of the work and locating the required bar in the score.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 23 of the Music program).

The situations offered should enable students to do the following:

- take part in activities involving listening to excerpts of musical works, including the productions of classmates and those of composers from various periods and cultures
- refer to a cultural experience and documentary resources
- compare their observations with those of classmates
- communicate their appreciation orally or in writing, using subject-specific vocabulary
- use appropriate strategies

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in Secondary III, students must do the following:

- examine, alone or in a group, the creations of their classmates or works from the repertoire
- comment on the sound sources and elements of musical language and structure used in the works performed
- keep a record of their appreciation process

Information on the specific requirements for Secondary IV and V will be provided in the final version of this document.

Notes:

1. The scale is made up of elements that could apply to the whole cycle and other elements specific to Secondary III.
2. This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

5

Advanced competency development

Identifies elements related to the historical context and makes connections between the sociocultural environment and the works produced in that environment, as well as between the melodic organization and the effect felt by a listener. Makes an aesthetic judgment based on the criteria related to elements of language and structure. Stimulates discussion of the works by asking questions. Enriches his/her appreciations by using the result of his/her research or establishing connections with other subject areas.

4

Thorough competency development

Suggests relevant appreciation criteria. Communicates his/her appreciations using subject-specific vocabulary. Points out the musical elements featured in the creations of classmates or works of the repertoire. Recognizes the style of works based on his/her own cultural references and situates the sociocultural context of the works by identifying the sound media used. Refers to his/her artistic experiences to support his/her appreciations. Identifies similarities between the elements of content examined in class and aspects of the composition of a work. Reviews his/her appreciations following discussions with his/her classmates or with the teacher.

3

Acceptable competency development

Communicates his/her appreciations, taking into account the selected criteria. Identifies the repetition of a musical phrase in a work, as well as basic concepts of rhythmic and melodic organization. Makes connections between the expressive elements used in a work and the emotions perceived or felt. Recognizes the style of a work from the repertoire of his/her immediate culture. Keeps a record of his/her appreciation process.

2

Partial competency development

Identifies several elements of dynamics and tempo and recognizes, based on his/her cultural references, a work heard in a different context. Constructs and communicates briefly his/her appreciations based on a single element of the works heard.

1

Minimal competency development

Communicates a rudimentary appreciation with the support of the teacher. Identifies musical contrasts in a work, and at least one instrument used. Names an impression, a feeling or an atmosphere created by a work. Constructs his/her judgment based on the opinion of classmates.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 12 of the Physical Education and Health program).

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

- progressively approach the real context in which physical activities are carried out by taking numerous factors into account
- develop their competency in the four types of physical activities
- exhibit ethical behaviour and apply the safety rules required by the situation

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

In Secondary III, students must do the following:

- perform movement skills or sequences that are appropriate in terms of the form and the performance
- use one or more appropriate techniques, in accordance with the type of physical activity

In Secondary IV, students must:

- ensure that the direction and rhythm of movement skills or sequences are adjusted according to the intended outcome
- consolidate the techniques developed and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them

In Secondary V, students must:

- demonstrate that they can repeat their chosen movement skills consistently and accurately
- consolidate the techniques developed and, if applicable, become familiar with new techniques according to the variety of physical activities presented to them

Note:

The scale for Secondary III is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

Note on some of the terms used in the scales:

Movement sequences: The performance, one after the other, of several movement skills (locomotor, non-locomotor or manipulation) in a predetermined order (e.g. high jumping, gymnastics routines).

Combination of movement skills: The simultaneous performance of two movement skills involving different parts of the body (e.g. javelin throwing).

Phases of movement: The movement of a body segment or member in relation to another part or member (e.g. armed, pushed, released).

5

Advanced competency development

Takes into account several constraints at once (physical environment, range of objects, execution time, obstacles, etc.) and judiciously selects movement skills in keeping with the task to be carried out, while anticipating the consequences. Performs sequences of movement skills with optimum strength and speed. Executes, with efficiency and regularity, techniques suited to the types of physical activity. Justifies his/her choices and explains the adaptations that were made in order to improve performance. Intervenes in order to ensure the safety of others.

4

Thorough competency development

Performs warm-up exercises (start of period) and stretching exercises (end of period) suited to the activities. Plans sequences of movement skills according to the requirements of the tasks, and performs them smoothly. Makes use of one or more techniques suited to the types of physical activity. Keeps records of his/her process and results using a tool for compiling information. Evaluates the effectiveness of his/her process based on the results obtained, and identifies learning that could be reapplied to other tasks or types of activities. Demonstrates fair play.

3

Acceptable competency development

Uses reference materials (posters, tables, charts, etc.) as needed and plans movement sequences while taking certain constraints into account. Sequences and combines different movement skills and performs the various phases of movement specific to the techniques for the types of physical activity. Regains his/her balance, if necessary. Keeps rudimentary records of his/her process and results using a tool for compiling information. Identifies his/her successes and failures and conducts a partial analysis of his/her performance. Identifies with safety rules during physical activities.

2

Partial competency development

Selects and performs warm-up exercises (start of period) and stretching exercises (end of period) with the help of the teacher or a peer. Plans and performs movement sequences according to certain requirements of the tasks and identifies his/her successes and difficulties with the help of the teacher. Leaves out one or more parts of the movement sequences or puts too much emphasis on one or more parts of the movement. Perseveres despite difficulties.

1

Minimal competency development

Follows simple procedures in the execution of tasks. Performs, separately, locomotor, nonlocomotor and manipulation skills common to several physical activities. Maintains his/her balance for a short period by performing superfluous movements. Carries out the steps in the process with constant help from the teacher.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Physical Education and Health program).

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

- progressively approach the real context in which physical activities are carried out by taking numerous factors into account
- develop their competency in the four types of physical activities
- exhibit ethical behaviour and apply the safety rules when the situation demands it

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

In Secondary III, students must develop principles of motion in the proportions indicated below:

- cooperation activities: 2/2
- combat activities: 4/8
- duelling activities: 3/6
- group activities in a common space: 8/15
- group activities in a separate space: 6/11

In Secondary IV, students must develop principles of motion in the proportions indicated below:

- cooperation activities: 2/2
- combat activities: 5/8
- duelling activities: 4/6
- group activities in a common space: 9/15
- group activities in a separate space: 7/11

In Secondary V, students must develop principles of motion in the proportions indicated below:

- cooperation activities: 2/2
- combat activities: 6/8
- duelling activities: 5/6
- group activities in a common space: 10/15
- group activities in a separate space: 8/11

The proportions given above determine the number of action rules that must be called upon for each type of physical activity in each year of the cycle. The teacher selects the action rules in accordance with students' competency development over the three years of the cycle (See pages 30 to 34 of the Physical Education and Health program).

Note:

The scale for Secondary III is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

5

Advanced competency development

When developing the plan of action, takes into account several constraints at once (obstacles, number of partners, number of action rules to be applied, etc.) and suggests solutions to anticipated problems. Regularly adapts position and movement skills to the unforeseeable actions of the activity and the potential of teammates or opponents, thanks to good foresight, ease of movement, etc. Identifies possible solutions to problems observed following evaluation of the plan of action. Intervenes in order to ensure the safety of others.

4

Thorough competency development

Cooperates with teammate(s) in developing and evaluating the plan of action. Takes into account the strengths and difficulties of teammate(s) or opponent(s) when planning strategy. Keeps records of the plan of action using a tool for compiling information. Carries out offensive, defensive or cooperative actions consistent with the plan of action. When the situation warrants it, or when the time is right, sends clear messages to partner(s) or misleading messages to opponent(s). Adapts his/her movements and actions to those of partner(s). Evaluates the effectiveness of his/her process and results, and identifies learning that could be applied to other tasks or types of activities. Demonstrates fair play.

3

Acceptable competency development

Takes into account the number of principles of action proposed for each activity, and uses reference tools such as posters or tables as needed for developing his/her plan of action. Keeps rudimentary records of the plan of action using a tool for compiling information. Carries out most of the offensive, defensive or cooperative actions in playing the role or position assigned in the plan of action. Complies with the ideas suggested by teammate(s) when evaluating the plan of action. Identifies his/her successes and difficulties, and conducts a partial analysis of some aspects associated with the plan of action. Complies with safety rules during physical activities.

2

Partial competency development

Complies with the ideas suggested by teammate(s) when developing the plan of action. Partially performs the tasks in the plan of action and identifies his/her successes and difficulties with the help of the teacher. Carries out a limited number of offensive, defensive or cooperative actions. Perseveres despite difficulties.

1

Minimal competency development

Acts alone and needs constant help from peers or the teacher in order to carry out some of the steps in the process. Imitates some of the movement skills of teammate(s) or opponent(s) and takes up limited space in playing his/her role.

At the end of each year of Secondary Cycle Two, teachers must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, teachers must present students with a variety of situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Physical Education and Health program).

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

- make critical use of information from various sources on the impact of lifestyle habits on health and well-being
- exhibit ethical behaviour and apply safety rules when the situation demands it
- consider issues in depth and gradually assume responsibility for their health and well-being
- use various tools to make a judgment with respect to their lifestyle habits and the extent to which they have attained their objectives

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

In Secondary III, students must do the following:

- show that they have maintained one healthy lifestyle habit or incorporated such a habit into their daily lives
- reflect on how physical activities can be practised safely
- critically assess the factors that affect their preferences and interests in the choice of lifestyle habits
- examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours
- establish a directory of sports facilities and services offered in school and community settings and make choices accordingly

In Secondary IV, students must:

- show that they have maintained two healthy lifestyle habits or incorporated two such habits into their daily lives
- reflect on the physical and psychological benefits of practising physical activities and adopting healthy lifestyle habits
- critically assess the myths perpetuated by their peers and the media regarding health
- examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and their previous results
- based on previous results, anticipate ways to adapt the intensity and duration of their physical activities

In Secondary V, students must:

- show that they have maintained three healthy lifestyle habits or incorporated three such habits into their daily lives
- reflect on the medium- and long-term outcome of their commitment and perseverance on their health and well-being
- summarize the results of their process throughout the cycle and identify new challenges to be met

Note:
The scale for Secondary III is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

5 **Advanced competency development**

Raises relevant questions about lifestyle habits and their consequences on health and well-being. Sets objectives beyond established norms for his/her age group with respect to regular physical activity and his/her lifestyle habits. Demonstrates that he/she has incorporated healthy behaviour and regular physical activity into his/her daily routine. Analyzes the effects of integrating healthy lifestyle habits on his/her health, well-being and fitness level.

4 **Thorough competency development**

Drawing on a variety of relevant sources of information, develops a clear and structured plan designed to improve or maintain his/her lifestyle habits. Keeps records to show that these habits are being improved or maintained, using a tool for compiling information. Demonstrates that his/her results on the physical fitness tests are in keeping with the recognized standards for his/her age group. Evaluates his/her results, the effectiveness of his/her process and identifies elements that could be carried over to activities related to the other two competencies of the Physical Education and Health program.

3 **Acceptable competency development**

Sets realistic objectives, develops a plan for improving or maintaining his/her lifestyle habits, and explains what is required to implement it. Puts together a list of physical activities that could be performed in school, at home or in the community. Evaluates the extent to which he/she has improved lifestyle habits and attained objectives, based on records kept and results obtained.

2 **Partial competency development**

With the help of the teacher, sets an objective designed to improve or maintain a lifestyle habit apart from his/her regular physical activities. Demonstrates that he/she has improved or maintained results in a component of health-related fitness, in accordance with the recognized standards for his/her age group. Incorporates into his/her plan a number of actions designed to improve or maintain his/her lifestyle habits. With the help of the teacher, identifies his/her successes and difficulties.

1 **Minimal competency development**

Partially performs the tasks in the action plan with constant help from the teacher. Takes a few steps toward improving or maintaining a lifestyle habit.

At the end of the year, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in carrying out a process of exploration, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Personal Orientation Project program).

Teachers must make sure that students carry out three to eight individual career explorations during the year and that they experience activities associated with various trades or occupations in accordance with the requirements of the Personal Orientation Project program.

The situations offered should:

- include a partial framework for planning an exploration
- require the exploration of a field of interest with which students are less familiar
- involve providing a brief record and a succinct communication on the process and the information validated and the exploratory strategies used
- involve means of exploration that are unfamiliar and relatively accessible
- involve a broader repertoire of means of exploration
- define some of the tools and strategies and ask the students to define the attitudes to be mobilized
- define the focus of reflection, but allow the students to decide when to carry it out

5

Advanced competency development

Explores less familiar fields of interest. Uses a broader repertoire of means of exploration and finds information beyond that which is required for the exploration process. Compares his/her explorations to those of peers and makes any necessary adjustments to improve their quality and effectiveness.

4

Thorough competency development

Plans the exploration process in light of written records and any comments gathered during discussions with peers. Justifies the steps of his/her exploration process. Uses less familiar or new means of exploration. Mobilizes a variety of exploratory strategies to carry out the process. If necessary, adjusts exploration processes (planning, purpose of the exploration, steps) according to discoveries. Records specific, detailed information regarding his/her process and checks the quality and precision of these details against different sources. Carries out a critical analysis of his/her exploration process.

3

Acceptable competency development

Briefly plans the steps of his/her exploration process and communicates the purpose of the exploration. Uses some familiar and accessible means of exploration and uses some exploratory strategies. With the help of a resource person (teacher, professional, family member), chooses to explore a less familiar field of interest. Keeps records of his/her process for the purposes of the exploration. Uses several sources of information to form a picture of the occupations or trades explored. With some guidance, identifies the main qualities of his/her exploration process.

2

Partial competency development

Briefly formulates his/her purposes of exploration. With frequent support, plans and carries out the steps of his/her exploration process. Uses only one means of exploration and selects some information found using familiar resources.

1

Minimal competency development

With constant support, undertakes some steps of the exploration process and finds information using different resources suggested by the teacher. Uses a framework provided by the teacher to copy down some information.

At the end of the year, teachers must prepare competency reports after determining the competency levels attained by the students. They must present students with a variety of situations that enable them to demonstrate their competency in contemplating their learning and work possibilities, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 22 of the Personal Orientation Project program).

Teachers must make sure that students are able to present a structured reflection on their learning and work possibilities and that they consider different career paths, without necessarily making a final career choice.

The situations offered should:

- define some personal qualities to be consolidated and leave some to be defined by the student
- allow the students to define the attitudes and aptitudes to be developed
- include a partial framework to define and justify a possible career path
- require that the students provide a brief record and a succinct communication on their discoveries, possible career paths and some attitudes to be developed
- involve a broad repertoire of means of communication
- explicitly define some of the tools and strategies and ask the students to define some attitudes to be mobilized
- explicitly define the time and focus of reflection on learning regarding career options

5

Advanced competency development

In considering possible career paths, the student takes into account socioeconomic and cultural references: influence of family, friends, economic development in the region, etc. Makes connections between his/her personal qualities, discoveries and self-esteem. Initiates discussions to validate and deepen his/her reflection. Makes a structured, detailed assessment of his/her reflection and discoveries.

4

Thorough competency development

Defines his/her personal profile using discoveries, new information and discussions, and identifies new possible career paths. Chooses personal development objectives based on the implications and requirements associated with a possible career path. Turns to trusted adults such as family members, teachers, guidance counsellors and other career information personnel, and applies the information gathered to personal reflections. Uses efficient communication strategies when sharing with peers. Provides justification for possible career paths in light of his/her personal profile and discoveries.

3

Acceptable competency development

Using ideas for reflection proposed by the teacher, makes connections between his/her personal qualities and the specific requirements of the trades and occupations explored. Identifies possible career paths in light of his/her personality traits, fields of interest, aptitudes, etc. Records all these reflections (personal qualities, attitudes, discoveries and possible career paths). Briefly explains why he/she chose to pursue or abandon an exploration process, given his/her personal qualities. Identifies steps of his/her learning and career paths in connection with one possible career path.

2

Partial competency development

Randomly considers career paths. With help from the teacher, identifies connections between his/her possible career paths and personal qualities. Keeps some records of his/her discoveries and reflections. Shares some basic information with peers. Draws conclusions based mainly on academic and career information.

1

Minimal competency development

Identifies a few of his/her personal qualities and, with constant help, begins to reflect on them. At the teacher's suggestion, consults trusted adults. Works with only one possible career path throughout the year.

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