

# Scales of Competency Levels



Elementary Education  
Cycle One

# SCALES OF competency levels



Elementary Education  
Cycle One



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# FOREWORD

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

## **Comment**

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



# Part One

## Introduction



# INTRODUCTION

## An Official Tool for All Teachers

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

## A Uniform Model for All Subjects

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

TABLE 1  
OUTLINE OF THE SCALES OF COMPETENCY LEVELS

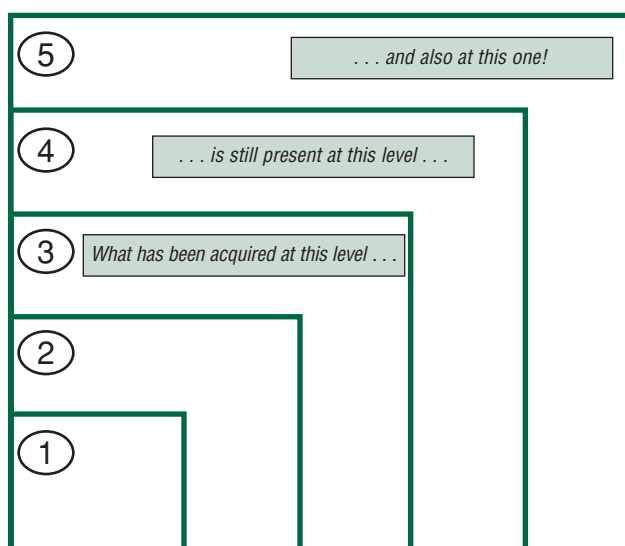
LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES *
5	<b>Advanced</b>	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	<b>Thorough</b>	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	<b>Acceptable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

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

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

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

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



***Inclusive nature of the levels of the scale***

### **The Distinctive Feature of Level 1**

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

### **Cross-Curricular Competencies**

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



## Use of the Scales

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

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

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

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

### **Main practices to be established for preparing competency reports**

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



# Part Two

The scales



## **ENGLISH LANGUAGE ARTS**

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

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

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

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

#### **In Elementary Cycle One, the teacher presents situations that enable students to do the following:**

- read and listen to predictable, patterned texts, as well as traditional stories such as fairy tales, legends, folk tales and poetry written for young children to support development of their reading competency
- write own texts to read aloud and share with peers
- use strategies to construct meaning, demonstrated through guided reading and interactive writing activities
- listen to quality spoken language through texts read aloud
- discuss stories, visual texts and illustrations in response activities

# ENGLISH LANGUAGE ARTS

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

### **5** Advanced competency development

Selects different text types to read, including less familiar text types. Asks thoughtful questions and seeks clarification to enrich understanding of the text. Locates specific information during discussions or when doing research. Compares texts such as different versions of the same text. Discusses and explains interpretations of text. Sets goals for self as reader.

### **4** Thorough competency development

Selects texts to read for personal interest, for specific purposes or by author preference. Monitors own reading through self-correction. Identifies preferred meaning-making strategies and explains own use of strategies. Offers and explains opinions through talk, writing or media productions to demonstrate understanding of texts read or listened to. Discusses own reading preferences in terms of authors, illustrators and text types with teacher and peers.

### **3** Acceptable competency development

Rereads a variety of familiar and favourite text types. Uses preferred textual cues—prior knowledge, sounds, language and images—to construct meaning. Rereads text to support understanding or to locate information. Identifies important ideas in texts read or listened to. Draws on prior knowledge to respond to texts. Talks about self as reader in teacher-student conferences. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

### **2** Partial competency development

Relies on decoding when reading familiar text types. Uses alternative strategies to construct meaning when prompted. Offers opinions about texts read aloud. Expresses preferences for particular books or authors and maintains a reading log or record to share when conferring with the teacher.

### **1** Minimal competency development

Reads predictable, familiar texts with one-to-one assistance. Locates information in text, with support. Retells events with prompting. Identifies, with support, the topics of texts that are read or listened to. Talks about favourite books when questioned.

## **ENGLISH LANGUAGE ARTS**

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

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

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

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

#### **In Elementary Cycle One, the teacher presents situations that enable students to do the following:**

- read and listen to predictable, patterned texts, as well as traditional stories such as fairy tales, legends, folk tales and poetry written for young children to support development of their writing competency
- write letters, invitations, greeting cards, journal entries, stories and poems for personal and social purposes
- use developmentally appropriate language conventions
- share their writing through informal classroom publishing
- confer with peers and teacher to develop a sense of audience and purpose
- receive and offer feedback in order to rework and edit texts

# ENGLISH LANGUAGE ARTS

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

### 5 **Advanced competency development**

Discusses writing plans to clarify ideas and to extend thinking. Uses dialogue to develop a narrative. Uses acquired vocabulary for intended purpose. Uses a variety of sentence structures. Organizes writing by grouping related sentences. Refers to a resource for editing or proofreading. Applies suggestions to improve writing following writing conferences. Sets goals for self as writer.

### 4 **Thorough competency development**

Engages in prewriting exploratory activities such as brainstorming, using outlines and graphic organizers. Develops writing by including essential and meaningful details and by using structures and features of familiar text types. Rereads own writing to clarify meaning. Edits own writing by using classroom resources to check spelling. Talks about own writing and completes selected pieces to informally publish and share.

### 3 **Acceptable competency development**

Draws on prior knowledge and experience and models for writing. Writes familiar text types for a known audience to communicate a message. Structures a writing sequence with a beginning, a development and an ending. Applies developmentally appropriate sentence structures and language conventions. Uses spelling strategies such as visual patterns, common letter sequences or common structural patterns. Uses resources for less familiar words. Applies rules of capitalization in proper nouns and at the beginning of sentences, and rules for end punctuation. Shares writing with teacher and peers. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

### 2 **Partial competency development**

Writes about personally significant topics. Selects text type with teacher's guidance. Writes sequential factual accounts. Spells frequently used or high-frequency words with growing accuracy. Uses capitalization and punctuation sporadically. Shares writing, when asked, and, with guidance, selects preferred pieces for further development.

### 1 **Minimal competency development**

Uses a familiar story pattern to write, with teacher's guidance. Explains ideas before writing, when prompted. Retells what has been written. Relies on most obvious sounds, such as initial consonants, when spelling. Uses upper-case and lower-case letters indiscriminately. Talks about writing intentions when asked.

## **ENGLISH LANGUAGE ARTS**

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

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

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

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

#### **In Elementary Cycle One, the teacher presents situations that enable students to do the following:**

- read and listen to predictable, patterned texts, as well as traditional stories such as fairy tales, legends, folk tales and poetry written for young children to support development of their media competency
- discuss and think critically about the messages conveyed through media
- discuss structures, features and messages communicated through media texts for response and interpretation
- confer with peers and teacher to develop a sense of audience and purpose
- receive and offer feedback in order to rework and edit texts

# ENGLISH LANGUAGE ARTS

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

5

### Advanced competency development

Selects a particular medium for a particular purpose and audience. Chooses one type of media over another to produce for a specific purpose or message. Applies suggestions offered as feedback from peers when creating a media text. Identifies different structures of familiar media texts. Interprets purpose and messages of different types of media texts such as logos, posters and advertisements. Sets goals for self in different media productions.

4

### Thorough competency development

Collaborates with peers to plan and produce media texts for a familiar audience. Suggests media features for a particular effect, such as adding music to a poetry reading, selecting specific colours versus black and white for a poster design, or sound effects for a puppet show. Recognizes structures and features of familiar media text types. Identifies the purpose and message of specific media texts, such as advertisements. Offers and explains opinions about familiar media texts. Explains choices in own media productions. Talks about favourite media texts.

3

### Acceptable competency development

Collaborates with peers and teacher to produce media texts such as a greeting card or a poster. Incorporates media features such as visuals into own written work. Asks questions and re-examines media texts to clarify meaning. Discusses own media productions. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2

### Partial competency development

Collaborates in small groups to produce media texts, with assistance. Identifies obvious conventions of media texts. Talks about own preferred media text type(s) and explains interpretations, when questioned. Describes own contributions to media productions, when asked.

1

### Minimal competency development

Identifies different media text types with assistance. Produces media texts with one-to-one assistance. Expresses likes and dislikes with prompting.



## **ENGLISH LANGUAGE ARTS**

### **COMPETENCY 4: TO USE LANGUAGE TO COMMUNICATE AND LEARN**

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

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

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

#### **In Elementary Cycle One, the teacher presents situations that enable students to do the following:**

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

# ENGLISH LANGUAGE ARTS

## COMPETENCY 4: TO USE LANGUAGE TO COMMUNICATE AND LEARN

### 5 **Advanced competency development**

Assumes an active role in classroom discussions and small group interactions. Offers alternative solutions when problem solving. Sustains a conversation or a discussion with peers and teacher. Listens to and builds upon the opinions and ideas of others. Reshapes ideas as a result of collaborative talk or brainstorming. Sets goals for effective collaboration, such as taking turns and not interrupting.

### 4 **Thorough competency development**

Listens to and exchanges ideas and information with others. Plans and discusses projects with peers. Shares responsibilities with peers when working in groups. Uses and interprets verbal and nonverbal language. Poses questions to clarify meaning. Uses language appropriately, that is, adjusts register depending on purpose and audience. Offers for discussion own research when working collaboratively on common topics in small groups, as in a jigsaw procedure. Expresses ideas and thoughts clearly when retelling stories or events. Offers opinions or explanations about familiar text types. Talks about personal goals for learning.

### 3 **Acceptable competency development**

Contributes own ideas to discussions and participates in classroom interactions. Uses verbal and nonverbal communication when working collaboratively. Creates and participates in role-playing activities such as skits. Uses language to describe feelings or reactions and to solve problems. Describes own contributions to group work to include in a collection of examples in a personal file such as a portfolio.

### 2 **Partial competency development**

Collaborates in small group learning situations with support from peers or teacher. Shares ideas/information when prompted. Asks and responds to questions when cued. Relates personal stories and experiences with peers and teacher. Uses tone, facial expressions and gestures when communicating. Sets goals with teacher to increase own collaboration when working in groups.

### 1 **Minimal competency development**

Repeats ideas heard from peers in collaborative situations. Expresses feelings and ideas when addressed. Interprets nonverbal cues or gestures in learning situations. Gives simple responses/basic information to the teacher when asked.

## FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

### COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

Cette compétence se subdivise en deux volets :

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

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

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

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

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

#### Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de participer à de courtes interactions orales et écrites répondant aux intentions données et se déroulant avec des interlocuteurs connus;
- d'aborder des sujets familiers en réutilisant le vocabulaire fréquemment utilisé en classe;
- de se familiariser avec la culture francophone du Québec et de développer une attitude d'ouverture à son égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques fournies par l'enseignant;
- de réfléchir sur sa participation et sur ses stratégies à partir des quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

## COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

### Compétence marquée

Échange des idées à l'aide de courtes phrases. Manifeste une bonne compréhension d'un court message. Cherche ou demande des mots nouveaux en français pour exprimer son idée ou pour accroître son vocabulaire.

4

### Compétence assurée

Participe activement aux interactions portant sur ce qui est entendu, lu ou vu. Communique quelques idées compréhensibles à l'aide de courtes phrases incomplètes calquées sur sa langue maternelle ou de phrases fréquemment utilisées. Exprime des besoins personnels et scolaires.

3

### Compétence acceptable

Participe avec un pair à des activités d'interaction orales ou écrites nécessitant l'usage ou la combinaison de phrases et de mots préparés, ou utilise des mots isolés connus liés au sujet ou au repère culturel abordé. Manifeste une compréhension globale d'un court message explicite (ex. : une consigne) et emploie les stratégies et les ressources suggérées. S'exprime avec hésitation.

2

### Compétence peu développée

Participe, lorsque sollicité et avec de l'aide, aux activités proposées. Répond par des mots lorsqu'un choix de réponses lui est suggéré. Réagit à de brèves consignes usuelles comportant du langage non verbal. Pallie certaines de ses difficultés en imitant ses pairs.

1

### Compétence très peu développée

Réagit à des formules de politesse (ex. : salutations, remerciements). Manifeste, malgré un soutien constant, une compréhension limitée d'un très court message. Répond par le langage non verbal, répète des mots en français proposés par l'enseignant ou recourt à sa langue maternelle pour communiquer.

## FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE) COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

Cette compétence se subdivise en deux volets :

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

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

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

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

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

### **Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :**

- de lire, d'écouter et de visionner des textes à structure prévisible ou répétitive, accompagnés d'un support visuel (ex. : illustrations abondantes) et dont les sujets sont familiers et le vocabulaire est fréquemment utilisé en classe;
- de valider sa compréhension de différentes façons, notamment par le partage d'une information à un interlocuteur;
- de se familiariser avec la culture francophone du Québec et de développer une attitude d'ouverture à son égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques fournies par l'enseignant;
- de réfléchir sur sa compréhension et sur ses stratégies à partir des quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

## COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

### Compétence marquée

Sélectionne des informations appropriées pour réaliser les tâches. Fait un rappel de certaines informations et décrit brièvement un repère culturel lié au texte. Établit un lien entre un aspect du texte et sa vie personnelle.

4

### Compétence assurée

Démontre une bonne compréhension des textes proposés. Émet une hypothèse sur le contenu du texte. Pose des questions et s'engage dans les tâches de compréhension. Exprime à un pair ses préférences à l'égard du texte et réutilise du vocabulaire, notamment celui lié au repère culturel abordé. Reconnaît une stratégie utilisée et utilise les critères fournis pour évaluer sa compréhension.

3

### Compétence acceptable

Démontre une compréhension globale de courts textes proposés. Réalise les tâches malgré des difficultés de compréhension. Repère des informations explicites, complète le texte (ex. : fait une illustration, termine l'histoire) ou joue un personnage. Partage une information avec un pair à l'aide d'un support visuel. Réutilise des mots du texte pour réaliser une autre tâche. Emploie les stratégies et les ressources suggérées.

2

### Compétence peu développée

Démontre une compréhension partielle des très courts textes proposés. Réalise, en partie et avec de l'aide, les tâches de compréhension orale ou écrite. Reconnaît des mots, des images ou des indices sonores liés au sujet ou au repère culturel abordé. Répond par des mots du texte erronément associés à la question.

1

### Compétence très peu développée

Démontre une compréhension limitée de très courts textes qui ont été entendus, lus ou vus (ex. : comptine, album, émission), malgré un soutien constant. Se sert des images pour identifier certains éléments du texte. Répond à certaines questions par des gestes, des mimiques, des dessins ou dans sa langue maternelle.

## FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE) COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

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

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

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

### **Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :**

- de produire à l'oral et à l'écrit de très courts textes à structure prévisible ou répétitive et dont le vocabulaire est fréquemment utilisé en classe;
- d'aborder des sujets familiers et de s'adresser à des destinataires connus;
- de présenter des repères culturels francophones du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques fournies par l'enseignant;
- de réfléchir sur sa production et sur ses stratégies à partir de quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

## COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

### Compétence marquée

Produit de courts textes généralement clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe, d'accord). Utilise les ressources mises à sa disposition pour enrichir le vocabulaire de ses productions. Respecte certains éléments prosodiques (ex. : volume de voix). Améliore un aspect de sa production à l'aide de l'outil proposé ou de la rétroaction reçue.

4

### Compétence assurée

Produit de courts textes compréhensibles en suivant le modèle donné en exemple. Présente quelques idées, notamment sur un repère culturel abordé. Orthographie correctement des mots enseignés et en écrit d'autres phonétiquement. Aide un pair à comprendre une consigne. Reconnaît une stratégie utilisée et utilise les critères fournis pour évaluer sa production.

3

### Compétence acceptable

Produit de très courts textes généralement compréhensibles. Réalise les tâches, malgré les difficultés rencontrées. Exprime un besoin ou décrit brièvement un être vivant, un objet ou un événement à l'aide d'un vocabulaire restreint. Formule de courtes phrases parfois incomplètes ou les construit à partir du modèle donné. Récite de courtes comptines ou chante des chansons de la culture francophone avec un support visuel. Emploie les stratégies et les ressources suggérées.

2

### Compétence peu développée

Produit de très courts textes inachevés liés au sujet. Réalise, en partie et avec de l'aide, les tâches de production orale ou écrite. Complète quelques phrases à partir d'une banque de mots ou reproduit le modèle de phrase proposé. Présente ses productions en s'exprimant lentement et avec beaucoup d'hésitation.

1

### Compétence très peu développée

Reproduit, avec un soutien constant, des mots isolés provenant d'une banque de mots ou des modèles de phrases entendues ou lues. Utilise des éléments visuels ou des gestes pour exprimer une idée. Recourt à sa langue maternelle comme stratégie de dépannage.



## FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION) COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

Cette compétence se subdivise en deux volets :

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

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

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

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

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

### Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de participer à des interactions spontanées orales et écrites répondant à diverses intentions et se déroulant avec des interlocuteurs connus;
- d'aborder des sujets familiers en réutilisant du vocabulaire, dont celui lié aux différentes disciplines;
- de se familiariser, par les textes et les disciplines, à la culture francophone du Québec et de développer une attitude d'ouverture à son égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques proposées par l'enseignant;
- de réfléchir sur sa participation et sur ses stratégies à partir des quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

## COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

### Compétence marquée

Échange systématiquement en français en classe et communique un message contenant suffisamment d'information pour soutenir son intention. Explique son opinion sur le texte abordé. Respecte certains éléments prosodiques (ex. : débit, articulation).

4

### Compétence assurée

S'appuie sur ses expériences personnelles pour interagir, pose des questions appropriées, présente quelques explications et aide ses pairs à comprendre la tâche. Manifeste une bonne compréhension du message entendu ou lu. Communique un message généralement clair. Emploie un vocabulaire familier, lié à un repère culturel francophone ou aux différentes disciplines. Emploie des stratégies adéquates.

3

### Compétence acceptable

Participe aux interactions. Exprime des besoins, des préférences et des sentiments de manière compréhensible, malgré des erreurs de prononciation, un vocabulaire restreint et des pauses fréquentes. Réagit de façon appropriée à un message comportant des informations explicites et du langage non verbal. Réutilise des phrases entendues ou lues et les adapte au besoin. Formule des phrases dont la syntaxe est calquée sur sa langue maternelle. Emploie les stratégies et les ressources suggérées.

2

### Compétence peu développée

Participe, lorsque sollicité, aux activités d'interaction orales ou écrites et manifeste une compréhension partielle d'un court message entendu, lu ou vu. Exprime, avec de l'aide, un bref message, lié au sujet ou au repère culturel, composé de quelques mots ou de phrases passe-partout (ex. : *Je ne comprends pas.*). Pose parfois des questions simples.

1

### Compétence très peu développée

Réagit à de brèves consignes et répond par des mots en français, des gestes ou des mimiques. Manifeste, malgré un soutien constant, une compréhension limitée d'un court message. Recourt à sa langue maternelle comme stratégie de dépannage durant les interactions.

## FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION) COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

Cette compétence se subdivise en deux volets :

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

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

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

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

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

### Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de lire, d'écouter et de visionner des textes à structure prévisible et accompagnés d'un support visuel (ex. : illustrations abondantes);
- d'aborder des sujets familiers et d'acquérir du vocabulaire dont celui lié aux différentes disciplines;
- de valider sa compréhension de différentes façons, notamment par le partage d'une information à un interlocuteur;
- de se familiariser, par les textes et les disciplines, à la culture francophone du Québec et de développer une attitude d'ouverture à son égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques proposées par l'enseignant;
- de réfléchir sur sa compréhension et sur ses stratégies à partir des quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

## COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

### Compétence marquée

Consulte quelques textes et sélectionne des informations pertinentes pour réaliser les tâches. Exprime son opinion ou ses réactions à l'égard d'un texte ou d'un repère culturel abordé. Déduit le sens de certaines phrases à partir de quelques indices linguistiques (ex. : pronoms personnels, marques du pluriel).

4

### Compétence assurée

Démontre une bonne compréhension des textes abordés. Choisit et lit avec intérêt de nouveaux textes liés au sujet. Explique, raconte, décrit ou regroupe des informations et déduit certaines informations implicites. Situe une information dans le temps et dans l'espace. Fait un rappel d'informations importantes. Souligne une réussite et un défi à relever. Emploie des stratégies et des ressources adéquates.

3

### Compétence acceptable

Démontre une compréhension globale des textes proposés. Réalise les tâches malgré des difficultés de compréhension. Émet une hypothèse sur le contenu et repère des informations explicites d'un texte, d'un diagramme ou d'un tableau simples. Établit un lien entre le texte et sa vie personnelle ou ses connaissances antérieures, et le partage avec un pair. Réutilise, dans une autre tâche, des informations ou du vocabulaire issus du texte. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa compréhension.

2

### Compétence peu développée

Démontre une compréhension partielle des textes proposés et réalise, en partie et avec de l'aide, les tâches. Émet une hypothèse sur le sujet. Repère quelques informations explicites. Reconnaît du vocabulaire lié au sujet, aux disciplines ou au repère culturel abordé. Exprime une préférence ou partage avec un pair une information issue du texte. Choisit, pour ses lectures, des textes déjà entendus ou lus.

1

### Compétence très peu développée

Démontre une compréhension limitée de courts textes qui ont été entendus, lus ou vus (ex. : comptine, album, émission), malgré un soutien constant. Se sert d'images ou d'indices sonores pour identifier certains éléments du texte. Répond à certaines questions par des mots isolés en français, des gestes, des mimiques, des dessins ou dans sa langue maternelle.

## FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION) COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

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

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

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

### **Au 1<sup>er</sup> cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :**

- de produire à l'oral et à l'écrit de courts textes dont le vocabulaire est familier ou lié aux différentes disciplines;
- d'aborder des sujets familiers et de s'adresser à des destinataires connus;
- de présenter des repères culturels francophones du Québec;
- d'avoir recours aux ressources humaines, matérielles ou technologiques proposées par l'enseignant;
- de réfléchir sur sa production et sur ses stratégies à partir des quelques critères fournis.

# FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

## COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

### Compétence marquée

Produit des textes clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe ou d'accord). Développe brièvement ses idées ou celles des autres dans sa production et en enchaîne certaines. Exprime son opinion à l'égard d'un texte ou d'un repère culturel abordé. Utilise certains pronoms pour éviter la répétition. Respecte certains éléments prosodiques (ex. : articulation, débit, volume de voix). Améliore des aspects de son texte à l'aide de l'outil proposé ou de la rétroaction reçue.

4

### Compétence assurée

Produit des textes généralement clairs en s'inspirant du modèle présenté. Tient compte de l'intention de communication. Développe brièvement certaines idées et réutilise le vocabulaire lié aux autres disciplines. Orthographe ou prononce correctement des mots appris ou utilisés fréquemment. Aide un pair à comprendre la tâche demandée. Souligne une réussite et un défi à relever. Emploie des stratégies et des ressources adéquates.

3

### Compétence acceptable

Produit de courts textes compréhensibles. Réalise les tâches malgré les difficultés rencontrées. Présente sommairement des idées, exprime des besoins et des émotions, décrit brièvement un être vivant ou un objet, ou raconte un événement. Formule de courtes phrases en utilisant un vocabulaire familier et celui lié au sujet. Récite de courtes comptines, présente des livres ou chante des chansons de la culture francophone avec un support visuel. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa production.

2

### Compétence peu développée

Produit de très courts textes partiellement compréhensibles et liés au sujet ou au repère culturel abordé. Réalise, en partie et avec de l'aide, les tâches de production orale ou écrite. Utilise un vocabulaire restreint et répétitif, et formule des phrases parfois incomplètes calquées sur sa langue maternelle ou construites à partir d'exemples proposés. Complète son message par des gestes ou des dessins.

1

### Compétence très peu développée

Produit des textes inachevés et difficilement compréhensibles composés de quelques mots reproduits ou écrits phonétiquement, avec un soutien constant. Présente son texte avec hésitation, malgré l'aide d'un support. Recourt à sa langue maternelle.

### COMPETENCY 1: TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

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

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

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

Generally speaking, in **Elementary Cycle One** the pedagogical context should enable students to begin learning how to solve situational problems with the teacher's guidance.

# MATHEMATICS

## COMPETENCY 1: TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

5

### Advanced competency development

Produces accurate solutions or solutions containing minor errors (miscalculations, inaccuracies, omissions, etc.). Shows his/her work leading to a solution in a clear and appropriate manner, orally or in writing, using manipulatives when needed and observes the rules and conventions of mathematical language that are intended for his/her cycle. When asked to account for his/her solution, orally explains all the steps involved.

4

### Thorough competency development

Determines the main steps involved and takes into account most of the constraints. Produces appropriate solutions containing few errors related to the required mathematical concepts and processes. Shows his/her work leading to a solution in an appropriate manner, orally or in writing, using manipulatives when needed and observes the rules and conventions of mathematical language that are intended for his/her cycle despite a few minor errors or omissions. When asked to account for his/her solution, orally explains most of the steps involved.

3

### Acceptable competency development

Determines the main steps involved and takes into account some of the constraints. Produces solutions containing some errors related to the required mathematical concepts and processes. Shows his/her work leading to a solution in an incomplete manner, orally or in writing, using manipulatives when needed. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language that are intended for his/her cycle. When asked to account for his/her solution, orally explains some of the steps involved.

2

### Partial competency development

Determines some of the steps involved and takes into account few constraints. Produces partial solutions containing many errors related to the required mathematical concepts and processes. Shows his/her work using isolated elements and makes several errors regarding the rules and conventions of mathematical language that are intended for his/her cycle. With difficulty, provides an oral explanation for the simplest steps in his/her solutions.

1

### Minimal competency development

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



## COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

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

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

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

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

- read, write and order natural numbers less than 1000; group and regroup sets of ten to count out larger quantities; represent a number in different ways; break down numbers into units, tens and hundreds
- recognize addition and subtraction operations such as addition, uniting and taking away; mentally or in writing, add and subtract natural numbers where the largest term is less than 1000 (from memory or using own processes)
- identify plane figures and solids and recognize some of their characteristics
- estimate and measure the dimensions of objects, using unconventional and conventional units of measure (cm, m)
- predict the likelihood of an event using the terms “certainty,” “possibility” or “impossibility”
- interpret bar graphs or pictographs

# MATHEMATICS

## COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

### 5 **Advanced competency development**

Identifies the elements and actions, and chooses mathematical concepts and processes that enable him/her to meet situation requirements efficiently. Applies the required concepts and processes appropriately and without error. Clearly describes his/her line of reasoning, orally or in writing, using manipulative materials when needed. When required, explains his/her actions, conclusions or results in his/her own words, orally or in writing, using appropriate mathematical arguments.

### 4 **Thorough competency development**

Identifies the elements and actions, and chooses mathematical concepts and processes that enable him/her to meet situation requirements appropriately. Applies the required concepts and processes, but makes minor errors (miscalculations, inaccuracies, omissions, etc.). Describes his/her line of reasoning, orally or in writing, using manipulative materials when needed. When required, explains his/her actions, conclusions or results in his/her own words, orally or in writing, using appropriate but occasionally incomplete mathematical arguments.

### 3 **Acceptable competency development**

Identifies elements and actions, and chooses mathematical concepts and processes that enable him/her to meet some situation requirements appropriately. Applies the required mathematical concepts and processes while making few conceptual or procedural errors. When asked, describes some of his/her actions, orally or in writing, using manipulative materials when needed. When required, explains his/her actions, conclusions or results in his/her own words, orally or in writing, using mathematical arguments that are not very well developed.

### 2 **Partial competency development**

Identifies some elements and actions, and chooses mathematical concepts and processes that enable him/her to partially meet some situation requirements. Applies mathematical concepts and processes that are not very appropriate, making several conceptual or procedural errors. When asked, describes some of his/her actions, orally or in writing, using manipulative materials when needed. When required, explains his/her actions, conclusions or results in his/her own words, orally or in writing, using mathematical arguments that are not very appropriate.

### 1 **Minimal competency development**

Identifies some actions and chooses mathematical concepts and processes that have little connection to the situation requirements. Makes several major conceptual or procedural errors when applying mathematical concepts and processes. When asked, has difficulty describing some of his/her actions, orally or in writing, using manipulative materials when needed. Uses arguments that are erroneous or related to the context when required to explain his/her actions, conclusions or results in his/her own words, orally or in writing.

### COMPETENCY 3: TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

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

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

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

# MATHEMATICS

## COMPETENCY 3: TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

### 5 **Advanced competency development**

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

### 4 **Thorough competency development**

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

### 3 **Acceptable competency development**

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

### 2 **Partial competency development**

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

### 1 **Minimal competency development**

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

## **DRAMA**

### **COMPETENCY 1: TO INVENT SHORT SCENES**

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- become acquainted with the creative process
- spontaneously improvise a character using a puppet
- work sometimes individually, though more often in pairs
- talk about aspects of their creative experience

# DRAMA

## COMPETENCY 1: TO INVENT SHORT SCENES

5

### Advanced competency development

Develops productions that reflect the stimulus for creation in an original manner. Invents characters by using a variety of appropriate performance techniques and the language of drama. Uses different elements of drama, in accordance with the characteristics of the story.

4

### Thorough competency development

Uses elements of the language of drama, performance techniques and elements of drama, in accordance with specific features of the character and the story. Identifies elements that are not working well and proposes new ideas. Talks about aspects of his/her creative experience.

3

### Acceptable competency development

Creates productions that are related to the stimulus for creation. Includes elements of the language of drama that sometimes have little connection to the nature of the character. Brings out one feature of the character by using elements of technique. Develops a story by following a structure with little development (a beginning and an ending). Talks about one aspect of his/her creative experience.

2

### Partial competency development

Makes few connections between the nature of the character and the story. Relies on a few simple elements of technique. Talks about one aspect of his/her creative experience with help from the teacher.

1

### Minimal competency development

Makes haphazard use of a few elements of the language of drama in his/her productions and strays from the essential features of the story or the character.

## **DRAMA**

### **COMPETENCY 2: TO INTERPRET SHORT SCENES**

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- interpret a character using a puppet
- interpret rhymes, poems or short monologues as well as dialogues from children's literature
- work sometimes individually, though more often in pairs
- talk about aspects of their interpretation experience

# DRAMA

## COMPETENCY 2: TO INTERPRET SHORT SCENES

5

### Advanced competency development

Summarizes the dramatic action in his/her own words. Maintains his/her focus of attention during the performance of short scenes. Uses various appropriate performance techniques, styles of theatre and elements of drama to enhance his/her performance of the proposed short scenes. Talks about aspects of his/her interpretation experience that are meaningful to him/her.

4

### Thorough competency development

Respects the structure and the main features of the character. Uses elements of drama in accordance with the characteristics of the proposed short scenes and respects the predetermined performance space. Talks about aspects of his/her interpretation experience.

3

### Acceptable competency development

Integrates a few actions that are related to the content of the short scenes to be performed. Uses elements of the language of drama and techniques that have little connection with the nature of the character. Delivers his/her lines and maintains focus for short periods of time. Talks about one aspect of his/her interpretation experience.

2

### Partial competency development

Plays his/her character making use of few elements of the language of drama. Talks about one aspect of his/her interpretation experience with help from the teacher.

1

### Minimal competency development

Disregards essential features of the characters he/she plays and moves around the performance space in a haphazard manner. Has difficulty maintaining focus of attention.



## **DRAMA**

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

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- refer to audio, visual or electronic documentary sources proposed by the teacher
- talk about aspects of their appreciation experience

# DRAMA

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

5

### **Advanced competency development**

Makes connections between the work or production and the emotions or impressions it elicits. Highlights elements of content related to the chosen appreciation criteria. Bases his/her decisions on elements related to the work or production.

4

### **Thorough competency development**

Recognizes an impression elicited by the work and identifies when it occurred. Considers one of the proposed appreciation criteria. Uses subject-specific vocabulary. Talks about aspects of his/her appreciation experience.

3

### **Acceptable competency development**

Names simple elements of the work or production. Briefly conveys his/her appreciation by repeating information provided. Talks about one aspect of his/her appreciation experience.

2

### **Partial competency development**

Identifies one element of the work or production. Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.”

1

### **Minimal competency development**

Presents elements that have little connection to the work or production.

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- become acquainted with the creative process
- transform materials using a two or three-dimensional space (in the round), working mainly from memory
- explore the gestures, tools and language of the visual arts
- become acquainted with the gestures, traditional or electronic tools, visual arts language and the organization of space
- talk about aspects of their creative experience

# VISUAL ARTS

## COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

5

### Advanced competency development

Creates original productions enhanced by a few complementary elements. Uses elements of visual arts language in a variety of ways. Explores the properties of materials by using spontaneous gestures that enhance his/her productions. Uses personal forms of spatial organization.

4

### Thorough competency development

Translates the stimuli for creation into personal productions. Uses gestures appropriate to the materials as well as elements of visual arts language to convey his/her creative idea. Uses spatial organization to make his/her ideas more explicit. Talks about aspects of his/her creative experience that are meaningful to him/her.

3

### Acceptable competency development

Presents productions that, for the most part, are related to the stimulus for creation. Uses appropriate forms of spatial organization as well as elements of visual arts language. Sees his/her projects through to completion. Talks about aspects of his/her creative experience.

2

### Partial competency development

Presents productions that partially reflect the stimulus for creation. Explores the properties of materials with help from the teacher. Chooses few elements of visual arts language and uses approximate forms of spatial organization. Talks about aspects of his/her creative experience with help from the teacher.

1

### Minimal competency development

Carries out his/her creative projects, but requires constant help from the teacher. Explores materials by using imprecise gestures. Uses a haphazard form of spatial organization.

## **VISUAL ARTS**

### **COMPETENCY 2: TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS**

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- become acquainted with the creative process
- transform materials using a two or three-dimensional space (in the round), working mainly from memory
- take into account one or more intended viewers in his/her immediate cultural environment
- become acquainted with the gestures, traditional or electronic tools, visual arts language and the organization of space
- talk about aspects of their creative experience

# VISUAL ARTS

## COMPETENCY 2: TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

5

### Advanced competency development

Creates original productions enhanced by complementary elements. Uses elements of visual arts language in a variety of ways. Explores the properties of materials by using spontaneous gestures that enhance his/her productions. Uses a personal form of spatial organization that takes into account the intended viewers.

4

### Thorough competency development

Translates the stimuli for creation into personal productions addressed to one or more intended viewers. Uses gestures appropriate to the materials as well as elements of visual arts language to convey his/her creative idea. Organizes space in order to clarify the message. Talks about aspects of his/her creative experience that are meaningful to him/her.

3

### Acceptable competency development

Presents productions that generally take into account the intended viewers and are related to the stimulus for creation. Uses spontaneous gestures to explore materials. Uses appropriate forms of spatial organization as well as elements of visual arts language. Sees his/her projects through to completion and talks about aspects of his/her creative experience.

2

### Partial competency development

Presents productions that are partially related to the stimulus for creation. Explores the properties of materials with help from the teacher. Chooses few elements of visual arts language and uses approximate forms of spatial organization. Talks about aspects of his/her creative experience with help from the teacher.

1

### Minimal competency development

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

## VISUAL ARTS

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

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

#### Generally speaking, the pedagogical context should enable students to:

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

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

- identify elements of content in what they have observed
- refer to audio, visual or electronic documentary sources proposed by the teacher
- talk about aspects of their appreciation experience

## VISUAL ARTS

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

#### **5 Advanced competency development**

Highlights elements in the work or production that are related to the chosen appreciation criteria. Supports his/her decision with respect to a variety of elements related to the work or production.

#### **4 Thorough competency development**

Recognizes a feeling elicited by the work and identifies the element associated with it. Takes into account the proposed appreciation criteria. Uses simple subject-specific vocabulary. Talks about aspects of his/her appreciation experience.

#### **3 Acceptable competency development**

Names simple elements of the work or production. Briefly expresses his/her opinion on the work by repeating one or more items of the information provided. Talks about a few aspects of his/her appreciation experience.

#### **2 Partial competency development**

Identifies an element in the work or production without associating a feeling with it. Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.” Talks about aspects of his/her appreciation experience with help from the teacher.

#### **1 Minimal competency development**

Identifies elements that have little or no connection to the work or production or bases his/her appreciation on one element of the work with constant help from the teacher.



## **DANCE**

### **COMPETENCY 1: TO INVENT DANCES**

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- become acquainted with the creative process
- improvise on the basis of a suggested structure and compose a sequence of movements by using various performance aids
- work individually or with a partner
- talk about aspects of their creative experience

# DANCE

## COMPETENCY 1: TO INVENT DANCES

5

### Advanced competency development

Presents productions that clearly translate the stimulus for creation. Organizes his/her movement sequences. Identifies elements that are not working well and proposes new ideas. Enhances his/her productions by incorporating other ideas that complement his/her work. Demonstrates body awareness and a concern for originality.

4

### Thorough competency development

Uses simple elements of movement technique. Uses a composition procedure to develop his/her dances. Chooses elements of dance language, notably locomotory and nonlocomotory movements. Talks about aspects of his/her creative experience.

3

### Acceptable competency development

Completes and presents productions that are related to the stimulus for creation. Assumes a start position and a final position. Uses the same procedure to create all of his/her dances. Incorporates gestures and a few movements into his/her dances. Talks about one aspect of his/her creative experience.

2

### Partial competency development

Establishes few connections between his/her production and the stimulus for creation. Uses the same elements of dance language from one production to the next. Imitates the movement ideas of others.

1

### Minimal competency development

Makes sparing use of the elements of dance language in his/her productions and uses these elements haphazardly.

## **DANCE**

### **COMPETENCY 2: TO INTERPRET DANCES**

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

#### **Generally speaking, the pedagogical context should enable students to:**

- interpret their own productions and those of their classmates
- take into account various performance aids (playthings, simple props, costume elements, body percussion and voice, musical accompaniment and sound-producing objects)
- interpret dances in small groups most of the time

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- interpret dances from a repertoire of simple, traditional dances
- talk about aspects of their interpretation experience

# DANCE

## COMPETENCY 2: TO INTERPRET DANCES

5

### Advanced competency development

Uses the elements of movement technique and a succession of movement sequences. Highlights certain expressive elements. Maintains his/her concentration and takes into account the basic rules for group movements. Adjusts his/her interpretation so as to take into account the performance aids used.

4

### Thorough competency development

Uses elements of movement technique. Respects the content and structure of a dance as well as the performance aids used. Talks about aspects of his/her interpretation experience.

3

### Acceptable competency development

Has difficulty applying elements of movement technique. Interprets a dance as a whole by taking into account expressive elements. Pays little attention to the rules for group movements. Talks about one aspect of his/her interpretation experience.

2

### Partial competency development

Maintains his/her concentration with difficulty and reproduces choreographic content through imitation. Respects simple elements of structure such as position.

1

### Minimal competency development

Decodes simple elements of the dance content, but requires help from the teacher.

## **DANCE**

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

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- become familiar with a process of appreciation by taking part in short observation activities, including choreographic excerpts from the past and present, from here and elsewhere, including their own productions and those of their classmates
- refer to audio, visual or electronic documentary sources proposed by the teacher
- talk about aspects of their appreciation experience

# DANCE

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

5

### **Advanced competency development**

Makes connections between the work or production and the emotions or feelings evoked. Highlights elements of content related to the chosen appreciation criteria. Bases his/her decisions on elements related to the work or production.

4

### **Thorough competency development**

Recognizes a feeling elicited by the work and identifies when the feeling occurred. Considers the proposed appreciation criteria. Uses subject-specific vocabulary. Talks about aspects of his/her appreciation experience.

3

### **Acceptable competency development**

Names simple elements of the work or production. Briefly conveys his/her appreciation by repeating information provided. Talks about one aspect of his/her appreciation experience.

2

### **Partial competency development**

Identifies one element of the work or production. Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.”

1

### **Minimal competency development**

Presents elements that have little connection to the work or production.

**COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES**

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

**Generally speaking, the pedagogical context should enable students to:**

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

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

- become acquainted with the creative process
- improvise, arrange or compose vocal or instrumental pieces by using various sound sources: the body, the voice, sound-producing objects and simple percussion instruments
- explore elements of musical language (intensity, duration, pitch, tone colour, quality of sound), technique (posture, form, etc.) and structure (form, tempo, rhythmic and melodic organization)
- explore the following composition procedures: question and answer, contrast and reproduction of sound
- talk about aspects of their creative experience

# MUSIC

## COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES

5

### **Advanced competency development**

Makes an effort to produce original ideas and develops productions that clearly reflect the stimulus for creation. Uses a variety of elements of musical language. Uses structures as well as a composition procedure.

4

### **Thorough competency development**

Uses elements of technique and sound sources to effectively express his/her creative ideas. Explores different types of rhythmic organization and correctly uses one of the three composition procedures. Identifies elements that are not working well and proposes new ideas. Identifies what he/she has learned during the creative experience.

3

### **Acceptable competency development**

Creates productions that are related to the stimulus for creation. Uses ideas based on knowledge related to elements of musical language. Uses simple sound sources and one composition procedure. Talks about aspects of his/her creative experience.

2

### **Partial competency development**

Presents an incomplete production that has little connection with the stimulus for creation. Explores sound sources and uses composition procedures with help from the teacher. Talks about aspects of his/her creative experience with help from the teacher.

1

### **Minimal competency development**

Creates productions that are unrelated to the stimulus for creation. Uses elements of musical language and sound sources in a haphazard manner.



## MUSIC

### COMPETENCY 2: TO INTERPRET MUSICAL PIECES

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- acquire the knowledge prescribed in the Cycle One program
- use the body, the voice, sound-producing objects and simple percussion instruments
- sing in unison a variety of short children's pieces with a range not exceeding one octave
- play short instrumental pieces adapted to their level
- talk about aspects of their interpretation experience

# MUSIC

## COMPETENCY 2: TO INTERPRET MUSICAL PIECES

5

### Advanced competency development

Respects the musical content by highlighting the main expressive elements of the pieces. Pays constant attention while performing musical pieces and responds to sound or visual cues. Talks about aspects of his/her interpretation experience that are meaningful to him/her.

4

### Thorough competency development

Draws on elements of technique that are appropriate to the instruments used. Links together a succession of sounds and respects the overall content of musical pieces. Responds appropriately to basic direction. Indicates what he/she has learned during his/her interpretation experience.

3

### Acceptable competency development

Uses basic elements of technique of certain simple instruments. Plays entire pieces in a rudimentary manner. Pays sporadic attention to direction. Talks about one aspect of his/her interpretation experience.

2

### Partial competency development

Uses elements of technique awkwardly and partially reproduces the content of musical pieces. Talks about one aspect of his/her interpretation experience with help from the teacher.

1

### Minimal competency development

Identifies a few simple elements of the musical content of the pieces with help from the teacher. Produces sounds that have little connection with the piece to be performed. Has difficulty paying attention while performing musical pieces.

## MUSIC

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

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- refer to audio, visual or electronic documentary sources proposed by the teacher
- talk about aspects of their appreciation experience

# MUSIC

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

### **5** Advanced competency development

Makes connections between the work or production and the emotions or feelings he/she has felt. Brings out elements of content in the work or production that are related to the chosen appreciation criteria. Bases his/her decision on elements related to the work or production.

### **4** Thorough competency development

Recognizes a feeling elicited by the work and identifies when it occurred. Takes into account one of the proposed appreciation criteria. Makes connections between the work and what he/she has learned about music, and uses simple subject-specific vocabulary. Talks about aspects of his/her appreciation experience.

### **3** Acceptable competency development

Names simple elements of the work or production. Briefly conveys his/her appreciation by repeating one or more items of information provided. Talks about one aspect of his/her appreciation experience.

### **2** Partial competency development

Identifies one element in the work or production. Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.”

### **1** Minimal competency development

Presents elements that have little connection to the work or production.

## **PHYSICAL EDUCATION AND HEALTH**

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

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- perform sequences of movement skills (locomotor, nonlocomotor or object manipulation)

# PHYSICAL EDUCATION AND HEALTH

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

### **5** Advanced competency development

Performs all of the steps of the process effectively. Regularly performs sequences of movement skills according to the type of physical activity. Improves his/her performances.

### **4** Thorough competency development

Performs sequences of movement skills in continuity, taking into consideration the requirements and constraints of a given physical activity. Moves, positions himself/herself and manipulates objects appropriately and according to the situation. Evaluates his/her process in terms of his/her successes and difficulties.

### **3** Acceptable competency development

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

### **2** Partial competency development

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

### **1** Minimal competency development

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

## **PHYSICAL EDUCATION AND HEALTH**

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

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- work in teams of two
- develop and execute plans of action in cooperative activities
- adapt to their teammate and communicate with him/her

# PHYSICAL EDUCATION AND HEALTH

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

### **5** Advanced competency development

Suggests cooperation strategies that take into account the capacities of his/her teammate and the requirements and constraints of a given physical activity. Adjusts his/her motor skills accordingly.

### **4** Thorough competency development

Moves, positions himself/herself and manipulates objects appropriately and in relation to his/her teammate. At key moments, communicates clearly and is receptive to his/her teammate's messages. Evaluates his/her process by noting his/her successes and difficulties. Adopts ethical behaviours.

### **3** Acceptable competency development

Collaborates with his/her peers to develop a plan of action, taking into account certain requirements and constraints of a given physical activity and using the resources recommended by the teacher (e.g. posters, documents, multimedia materials). Uses strategies to play an assigned role. Follows safety rules.

### **2** Partial competency development

Partially plays the role he/she was assigned by the plan and, with some difficulty, completes a few cooperative actions. With help, identifies some of his/her successes and difficulties.

### **1** Minimal competency development

Only partially completes the process, despite constant help. Makes few connections with the requirements and constraints. Moves, positions himself/herself or manipulates objects by mimicking others or without taking his/her teammate into account.



## PHYSICAL EDUCATION AND HEALTH

### COMPETENCY 3: TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- initiate a reflection process on their lifestyle habits, health and well-being
- try different types of physical activities, varying their duration and intensity
- take responsibility for their health and well-being in the medium and long term
- evaluate two key features of the process (analysis and assessment) based on their successes and difficulties

# PHYSICAL EDUCATION AND HEALTH

## COMPETENCY 3: TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

5

### Advanced competency development

Effectively completes analysis and assessment. Knows the difference between good and bad lifestyle habits and recognizes the effects of his/her lifestyle habits on his/her health and well-being.

4

### Thorough competency development

Properly explains the concepts of lifestyle habits and health (e.g. using a presentation, an exhibit or a kiosk). Evaluates his/her process by noting his/her successes and difficulties.

3

### Acceptable competency development

Identifies lifestyle habits that can improve or maintain his/her health and well-being, drawing from resources recommended by the teacher (e.g. posters, documents, tables, multimedia materials). Tries different types of physical activities of varying duration and intensity. Follows safety rules.

2

### Partial competency development

Recognizes certain lifestyle habits as good or bad for his/her health. With help, identifies some of his/her successes and difficulties.

1

### Minimal competency development

Only partially completes the analysis and assessment, despite constant help. Puts little effort into trying different types of physical activities of varying duration and intensity that are recommended by the teacher.

## **ETHICS AND RELIGIOUS CULTURE**

### **COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS**

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

#### **Generally speaking, the pedagogical context should enable students to:**

- be introduced to ethical reflection by participating in teacher-led discussions about the needs of humans and other living beings, the interdependence that exists between them and the demands of such interdependence

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- describe the components of simple, familiar situations presented (who, what, how, where, why, etc.)
- recognize some cultural, moral, religious, scientific or social references
- compare their observations with those of classmates
- choose actions that foster community life
- use various resources provided by the teacher

# ETHICS AND RELIGIOUS CULTURE

## COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

5

### Advanced competency development

Proposes relevant references that are not explicitly mentioned in a given situation. Suggests actions that could be effective in fostering or improving community life and explains how he/she makes his/her choices.

4

### Thorough competency development

Identifies similarities or differences between his/her own perception of the situation and that of a classmate. Names a reference (value, norm, etc.) on which he/she bases a point of view. Lists the positive or negative consequences that certain actions he/she proposes might have.

3

### Acceptable competency development

Recognizes the explicit elements of a situation presented to him/her (who, what, how, where, why, etc.). Names a norm or value that can apply to a given situation. Chooses actions that could foster community life.

2

### Partial competency development

With help, identifies the key elements of a situation. Names an advantage or a disadvantage of a given action.

1

### Minimal competency development

With constant support, names a few elements of a given situation and chooses one action that could foster or improve community life.

## **ETHICS AND RELIGIOUS CULTURE**

### **COMPETENCY 2: DEMONSTRATES AN UNDERSTANDING OF THE PHENOMENON OF RELIGION**

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

#### **Generally speaking, the pedagogical context should enable students to:**

- explore forms of religious expression (words, actions, images, places, songs, objects, etc.) connected to family celebrations and stories that have touched people

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- acknowledge that:
  - there are different ways families celebrate events and rituals
  - these differences can stem from religious traditions
  - there are different ways to celebrate within the same religious tradition
- make connections between forms of religious expression presented in class and those in their own environment
- use relevant resources provided by the teacher

# ETHICS AND RELIGIOUS CULTURE

## COMPETENCY 2: DEMONSTRATES AN UNDERSTANDING OF THE PHENOMENON OF RELIGION

### **5** Advanced competency development

Using his/her own words, describes celebrations, rituals or stories explored in class. Proposes behaviours that are appropriate with regard to diversity. Names different ways of acting within a single religious tradition or in the context of several religious traditions.

### **4** Thorough competency development

Names some characteristics of a celebration or story. Makes connections between an element present in his/her environment and a form of religious expression presented in class. Associates forms of religious expression with their corresponding tradition.

### **3** Acceptable competency development

Names forms of religious expression presented in class. Associates stories with celebrations and key figures from different religious traditions. Names actions and words specific to different religious traditions.

### **2** Partial competency development

With help, recognizes a religious celebration among several presented in class. When provided with examples, chooses an action or behaviour specific to a religious tradition. With help, identifies some behaviours that are adequate with regard to diversity.

### **1** Minimal competency development

Names a family celebration or a story that has touched people. Names an action or expression related to this celebration or story.

## **ETHICS AND RELIGIOUS CULTURE**

### **COMPETENCY 3: ENGAGES IN DIALOGUE**

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

#### **Generally speaking, the pedagogical context should enable students to:**

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

#### **In Elementary Cycle One, the situations chosen should enable students to:**

- express themselves on concrete subjects (e.g. ideas, feelings, preferences)
- recognize different ways of perceiving the subject of dialogue
- use various resources provided by the teacher
- use appropriate strategies for engaging in dialogue

# ETHICS AND RELIGIOUS CULTURE

## COMPETENCY 3: ENGAGES IN DIALOGUE

5

### **Advanced competency development**

Applies the rules for engaging in dialogue and proposes means for overcoming difficulties encountered while interacting with others. Reflects on his/her process, identifying what he/she has learned.

4

### **Thorough competency development**

Makes connections between the subject of dialogue and his/her knowledge. Asks questions to understand a point of view. Identifies a difficulty encountered when interacting with others. Makes connections between his/her point of view and that of a peer. Uses available resources to develop his/her point of view.

3

### **Acceptable competency development**

In simple terms, expresses his/her understanding of the topic at hand. Shows respect when expressing his/her point of view or listening to those of others, and adheres to some of the rules of dialogue.

2

### **Partial competency development**

Briefly expresses a point of view regarding the subject of dialogue, primarily based on his/her personal experiences. Listens as classmates express their points of view. Names some of the rules of dialogue.

1

### **Minimal competency development**

Briefly expresses himself/herself on the subject of dialogue without taking into account the rules of dialogue.



