

Scales of Competency Levels



Elementary Education
Cycle Two

Scales of competency levels



Elementary Education
Cycle Two

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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

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INTRODUCTION

An Official Tool for All Teachers

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

A Uniform Model for All Subjects

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

TABLE 1
OUTLINE OF THE SCALES OF COMPETENCY LEVELS

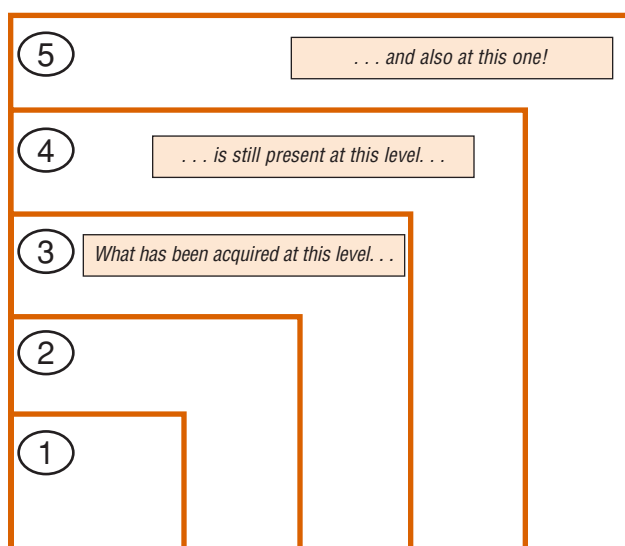
LEVEL	COMPREHENSIVE ASSESSMENT	MOBILIZATION OF RESOURCES *
5	Advanced	The student effectively mobilizes the full range of resources: he/she performs the tasks in a remarkable manner.
4	Thorough	The student mobilizes the full range of resources: he/she performs the tasks correctly.
3	Acceptable	The student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

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

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

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

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



Inclusive nature of the levels of the scale

The Distinctive Feature of Level 1

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

Cross-Curricular Competencies

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

Use of the Scales

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

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

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

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

Main practices to be established for preparing competency reports

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



Part Two

The scales

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1

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 Two, the teacher presents situations that enable students to do the following:

- read and listen to quality children's literature and poetry to support development of their reading competency
- discuss the meaning of varied texts read or listened to
- use strategies to construct meaning, demonstrated through guided reading activities
- read aloud own written texts for feedback from teacher and peers
- listen to quality spoken language through texts read aloud
- view and 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**

Extends the range of preferred books and reads an increasing variety of text types. Predicts, infers and identifies essential ideas in texts. Seeks clarification to enrich understanding of the text. Discusses significant ideas from texts and offers ideas from own reading experiences. Refers to a rubric and exemplars to assess own reading development. Discusses own reading preferences and sets goals for self as a reader.

4 **Thorough competency development**

Selects and sustains reading with preferred text type or author. Adjusts reading pace when required to clarify meaning. Demonstrates knowledge and understanding of organization of texts. Discusses structures and features of familiar text types to interpret texts. Compares texts to note similarities, differences and related ideas. Makes connections to own experiences and other texts, including media. Provides evidence to support judgments offered about characters and events. Talks about self as reader. Refers to a rubric and exemplars to assess own reading development.

3 **Acceptable competency development**

Reads familiar text types such as fairytales, legends and information-based texts and identifies their structures and features. Asks questions to clarify understanding. Uses self-correction strategies such as rereading/reviewing or skipping ahead to find textual cues when constructing meaning and to locate information. Expresses opinions about texts read or listened to through talk, writing or media productions. Identifies significant ideas when discussing texts and draws on prior knowledge to support own views. Talks about preferred texts in teacher-student conferences. Sets reading goals. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2 **Partial competency development**

Identifies interests and selects preferred texts. Reads to locate information, when guided. Relies heavily on decoding when reading. Applies meaning-making strategies, when assisted, such as referring to images, substituting words, rereading, and predicting. Responds to texts through talk in small groups. Maintains a reading log or record to share when conferring with the teacher.

1 **Minimal competency development**

Reads familiar text types with one-to-one assistance. Retells general events when prompted. Recognizes high frequency words. Relies on visual cues to make predictions about texts, when directed. Expresses likes and dislikes 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 Two, the teacher presents situations that enable students to do the following:

- read and listen to quality children’s literature and poetry to support development of their writing competency
- write for personal and social purposes
- use developmentally appropriate language conventions
- discuss structures and features of written texts to incorporate into own productions
- share their writing through informal classroom publishing
- confer with peers and teacher conferences to develop a sense of audience and purpose and to demonstrate and encourage revision strategies
- 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**

Plans ahead for writing projects, and records ideas in a writers' notebook or journal. Initiates writing for specific purposes. Uses varied sentence structure and selected vocabulary to enhance writing. Incorporates techniques of favourite or familiar author(s) into own writing. Shares writing with peers, offers feedback and incorporates peers' suggestions into own writing. Talks about own writing. Refers to a rubric and exemplars to assess productions. Sets goals for future writing projects.

4 **Thorough competency development**

Applies structures of familiar text types when writing. Incorporates writing features for desired effect, such as dialogue, humour or exaggeration. Rereads own written pieces to adjust for clarity and coherence. Considers word choice and incorporates acquired vocabulary. Makes changes based on feedback from writing conferences. Completes selected pieces from own collection of writing. Initiates talk about own writing with peers and teacher.

3 **Acceptable competency development**

Selects topics based on personal experiences, interests, classroom interactions and stories heard or read. Uses various text types to write for different purposes and for a familiar audience. Publishes writing informally in different formats. Uses basic conventions such as simple sentence structure, end punctuation, capitalization, and common spelling patterns. Uses classroom resources to edit writing. Shares writing in conferences with teacher and peers. Reworks or revises text by adding details or information for the intended audience. Talks about own writing when questioned. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2 **Partial competency development**

Selects mainly favourite topics when writing for different purposes. Relies on patterns or structures drawn from familiar texts when writing. Corrects indicated spelling errors or sentence structures when assisted. Reads own writing aloud, when invited, and discusses writing decisions, when questioned. Sets goals for writing when assisted.

1 **Minimal competency development**

Writes simple texts for a familiar audience with one-to-one support. Selects topics from a personal list generated with teacher support. Lists events or information sequentially. Rereads own writing when prompted. Selects samples of writing to publish informally when guided. Refers to spelling resources when prompted. Talks about own writing when questioned.

ENGLISH LANGUAGE ARTS

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

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

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

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

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

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

ENGLISH LANGUAGE ARTS

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

5

Advanced competency development

Uses mixed media—images and words—to communicate a particular message. Justifies decisions made in own media production based on feedback and own critical view. Selects an appropriate medium in consideration of purpose, audience and message. Discusses the effect of the producers' use of structures and features on the intended audience. Talks about own media productions. Refers to a rubric and exemplars to assess productions. Initiates student-teacher conferences to review productions and set goals for future media productions.

4

Thorough competency development

Refers to structures and features of media texts to explain their impact on an audience. Selects for own productions specific structures and features for intended purposes. Discusses and reworks own production in response to feedback and offers feedback to peers. Interprets messages and information from media texts. Explains decisions made for own media productions when conferring with peers or teacher.

3

Acceptable competency development

Plans media productions using an outline, a graphic organizer, a storyboard or other planning tool or procedure. Produces different media texts for specific purposes and a familiar audience. Collaborates with peers during media production and considers their suggestions when developing media texts. Comments on the effect of specific structures and features of media texts on the intended message and audience. Identifies a specific purpose for a media production. Explains preferences for specific media texts. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.

2

Partial competency development

Plans and produces media texts with guidance from peers and teacher. Uses specific structures to develop media texts, with guidance. Identifies obvious message(s) in media texts. Explains ideas and expresses opinions when questioned. Talks about media productions and future media projects when asked.

1

Minimal competency development

Produces simple media texts with one-to-one assistance. Reads simple media texts with assistance. States preferences for media texts when prompted. Talks about own media productions.

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 Two, the teacher presents situations that enable students to do the following:

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

ENGLISH LANGUAGE ARTS

COMPETENCY 4: TO USE LANGUAGE TO COMMUNICATE AND LEARN

5

Advanced competency development

Offers own viewpoint and considers those of others. Uses language to persuade, as with book talks, to encourage others in discussions and to explain opinions and conclusions. Adjusts conclusions based upon discussion. Monitors own language by self-correcting, when necessary. Asks and answers spontaneous questions from teacher and peers. Uses specific vocabulary for effect. Draws on subject-specific vocabulary when working with content from another discipline. Refers to a rubric and exemplars to assess own learning in teacher-student conferences.

4

Thorough competency development

Shares ideas, offers opinions and builds on the ideas of others. Asks questions to clarify understanding and to engage peers in discussion. Prepares, rehearses and presents oral texts such as poetry, skits or book talks for familiar audiences. Uses spoken language effectively for different situations and audiences. Uses gestures, facial expressions and tone to convey message and enhance communication. Offers and justifies opinions when discussing texts read, viewed or listened to. Adjusts vocabulary to improve communication and ensure understanding. Sets goals for improved collaboration.

3

Acceptable competency development

Participates actively and courteously in collaborative talk situations when discussing ideas, role playing, participating in reading circles and while planning. Retells personal events and stories clearly and in an organized and engaging manner. Makes informal presentations to familiar audiences in an effective manner. Expresses ideas, needs and opinions in standard English. Discusses interpretations when participating in literature discussion groups. Discusses own language development during conferences with the teacher and selects samples of work to include in a collection of examples in a personal file such as a portfolio.

2

Partial competency development

Contributes to discussion in collaborative activities when prompted by the teacher. Retells events from own experiences. Asks questions of peers with prompting and answers questions when directly addressed. Presents a book talk or a report or suggests a solution to a problem, with support. Sets goals to improve or increase communication, with guidance.

1

Minimal competency development

Follows directions and takes turns when guided during collaborative work. Contributes ideas or opinions when prompted. Uses known language structures to make simple requests, express needs and to retell simple stories and experiences. Answers questions with simple statements 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 2^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de participer à des interactions orales et écrites répondant aux intentions données et se déroulant avec des interlocuteurs connus;
- d'aborder des sujets familiers en réutilisant le vocabulaire familier ou appris en classe;
- d'explorer 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 DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

Compétence marquée

S'appuie sur ses expériences personnelles pour interagir. Communique un message généralement clair, malgré des erreurs (ex. : de syntaxe, de prononciation, d'accord). Adapte son message en fonction des réactions de son interlocuteur. Respecte certains éléments prosodiques (ex. : débit, volume de voix).

4

Compétence assurée

Participe activement aux interactions. Partage des informations ou des idées portant sur ce qui a été entendu, lu ou vu. Manifeste une bonne compréhension d'un court message. S'exprime par de courtes phrases, malgré des erreurs. Utilise un vocabulaire familier. Emploie des stratégies adéquates (ex. : prend des risques).

3

Compétence acceptable

Participe aux interactions en communiquant brièvement et de façon compréhensible quelques idées liées au sujet ou au repère culturel abordé. Exprime avec hésitation des besoins personnels et scolaires, des sentiments et des préférences. Tient compte de l'intention de communication. Manifeste une compréhension globale d'un court message explicite. Adapte des phrases modèles ou en formule d'autres, parfois incomplètes, calquées sur sa langue maternelle. Emploie les stratégies et les ressources suggérées (ex. : banque de mots).

2

Compétence peu développée

Participe, lorsque sollicité et avec de l'aide, aux activités d'interaction orales ou écrites en réutilisant des phrases modèles, des expressions ou du vocabulaire appris. Manifeste une compréhension partielle d'un court message.

1

Compétence très peu développée

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

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 2^e 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, accompagnés d'un support visuel et dont les sujets et le vocabulaire sont familiers ou appris en classe;
- de valider sa compréhension de différentes façons, notamment par le partage d'informations ou d'une réaction à l'égard du texte avec un interlocuteur;
- d'explorer 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 démarche (ex. : stratégies utilisées) et sa compréhension à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

Compétence marquée

Choisit et lit de nouveaux textes correspondant à son niveau et liés au sujet. Dédit le sens de certaines phrases à partir de quelques indices linguistiques (ex. : pronoms personnels, marques du pluriel). Situe des informations dans le temps et dans l'espace. Appuie ses réponses à l'aide d'informations tirées du texte.

4

Compétence assurée

Démontre une bonne compréhension des textes proposés. Suit la démarche proposée. Pose des questions et s'engage dans les tâches. Dégage des informations importantes du texte ou en fait le rappel. Dédit certaines informations implicites. Établit un lien entre un aspect du texte et sa vie personnelle. Partage avec un pair sa réaction au texte. Emploie des stratégies adéquates.

3

Compétence acceptable

Démontre une compréhension globale des textes proposés. Tient compte de l'intention de lecture et réalise les tâches, malgré des difficultés de compréhension. Émet une hypothèse sur le contenu du texte. Dégage ou regroupe des informations explicites dans le texte ou décrit brièvement un repère culturel abordé. Réutilise des informations ou du vocabulaire issus du texte dans une autre tâche. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa compréhension.

2

Compétence peu développée

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

1

Compétence très peu développée

Démontre une compréhension limitée des courts textes qui ont été entendus, lus ou vus (ex. : chanson, album, émission), malgré un soutien constant. Se sert des images et du titre pour identifier certains éléments du texte. Répond par des mots du texte erronément associés à la question ou utilise sa langue maternelle.

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

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

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

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

Au 2^e 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 appris en classe;
- d'aborder des sujets familiers et de s'adresser à des destinataires connus;
- d'explorer des repères culturels et d'exprimer ses préférences à leur égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques proposées par l'enseignant;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sa production à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

Compétence marquée

Produit des textes généralement clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe, d'accord). Présente des informations liées à un repère culturel. Enchaîne quelques idées et utilise des pronoms pour éviter la répétition. Respecte certains éléments prosodiques (ex. : articulation, débit, volume de voix).

4

Compétence assurée

Produit des textes dont certaines phrases sont bien construites. Suit la démarche proposée. Regroupe et présente ses propres idées en s'inspirant d'un modèle donné. Améliore quelques aspects de sa production (contenu, forme, présentation) à l'aide de l'outil proposé ou de la rétroaction reçue. Emploie des stratégies et des ressources adéquates. Souligne une réussite ou un point à améliorer.

3

Compétence acceptable

Produit de courts textes compréhensibles, tient compte de l'intention de communication (ex. : décrire, raconter, informer) et s'adresse au destinataire. Réalise les tâches de production, malgré les difficultés rencontrées. Exprime ses préférences, notamment à l'égard du repère culturel abordé. Utilise le plan proposé ou suit le modèle donné. Formule des phrases en réutilisant un vocabulaire familier et celui lié au sujet à l'aide d'un support (ex. : banque de mots). Orthographie correctement des mots fréquemment utilisés en classe et en écrit d'autres phonétiquement. Emploie des stratégies et des ressources suggérées. Utilise les critères fournis pour évaluer sa production.

2

Compétence peu développée

Produit de très courts textes partiellement compréhensibles, liés au sujet et emploie un vocabulaire restreint. Réalise, en partie et avec de l'aide, les tâches de production orale ou écrite. Utilise des informations ou des idées parmi celles présentées. Présente ses productions avec hésitation.

1

Compétence très peu développée

Reproduit, avec un soutien constant, des modèles de phrases entendues ou lues ou produit de très courts textes inachevés et difficilement compréhensibles à partir de phrases à compléter, d'une banque de mots, d'éléments visuels ou de gestes. 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 2^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

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

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMMUNIQUER)

5

Compétence marquée

Échange systématiquement en français en classe. Prend part activement aux interactions (ex. : sollicite la participation de ses pairs), développe des idées et en amène de nouvelles. Communique son message avec aisance et utilise certaines expressions courantes.

4

Compétence assurée

Échange sur le texte abordé et explique ses propos. Communique un message clair composé de phrases dont la syntaxe est la plupart du temps correcte et respecte des éléments prosodiques (ex. : débit, articulation). Manifeste une bonne compréhension de certaines informations implicites en réagissant de façon appropriée aux propos de ses interlocuteurs. Démonstre une compréhension de certaines nuances de la langue (ex. : humour). Emploie des stratégies adéquates. Corrige des erreurs lorsqu'on les lui souligne.

3

Compétence acceptable

Échange des informations ou des idées liées au sujet ou au repère culturel abordé. Manifeste une compréhension globale d'un message explicite. Communique un message clair, malgré des erreurs de syntaxe ou d'accord. Tient compte de l'intention de communication et adapte son message en fonction des réactions de son interlocuteur. Utilise un vocabulaire familier et celui lié au sujet abordé. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer son interaction.

2

Compétence peu développée

Participe aux interactions orales ou écrites, lorsque sollicité. Manifeste une compréhension partielle d'un message entendu, lu ou vu. Communique, avec de l'aide, un court message compréhensible, malgré plusieurs erreurs de prononciation et des pauses fréquentes. Exprime des besoins, des préférences ou des sentiments à l'aide de courtes phrases ou de phrases fréquemment entendues ou lues.

1

Compétence très peu développée

Réagit à des consignes usuelles en répondant par des phrases passe-partout (ex. : *Je ne sais pas.*), des mots en français ou des gestes. Manifeste, malgré un soutien constant, une compréhension limitée d'un court message. Recourt à sa langue maternelle ou imite ses pairs comme stratégies 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 2^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

- de lire, d'écouter et de visionner des textes accompagnés d'un support visuel;
- d'aborder des sujets plus ou moins familiers et d'acquérir du vocabulaire dont celui lié aux différentes disciplines;
- de valider sa compréhension de différentes façons, notamment par le partage de sa réflexion avec des interlocuteurs;
- d'explorer, par les textes et les disciplines, la culture francophone du Québec et de développer une attitude d'ouverture à son égard;
- d'avoir recours aux ressources humaines, matérielles ou technologiques disponibles dans son environnement immédiat;
- de réfléchir sur sa démarche (ex. : stratégies utilisées) et sa compréhension à partir des critères fournis.

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 1 : INTERAGIR EN FRANÇAIS (COMPRENDRE ET LIRE)

5

Compétence marquée

Diversifie ses lectures à partir de suggestions. Explique des similarités et des différences entre un repère culturel issu du texte et sa propre culture. Appuie ses réponses à l'aide d'informations tirées du texte.

4

Compétence assurée

Démontre une bonne compréhension des textes abordés. Choisit des textes correspondant à son niveau. Situe une information dans le temps et dans l'espace. Dédit des informations implicites (ex. : liens entre deux faits, relation entre les personnages) et explique le sens de quelques expressions courantes. Exprime son opinion ou ses réactions à l'égard du texte. Démontre une compréhension de certaines nuances de la langue (ex. : humour). Emploie des stratégies et des ressources adéquates.

3

Compétence acceptable

Démontre une compréhension globale des textes proposés. Suit la démarche proposée en tenant compte de l'intention de lecture. Réalise les tâches malgré des difficultés de compréhension. Dégage l'idée principale et des idées secondaires du texte. Décrit ou explique le repère culturel abordé. Dédit le sens de certaines phrases à partir d'indices linguistiques (ex. : pronoms personnels, marques du pluriel). Réutilise des informations ou du vocabulaire issus du texte dans une autre tâche. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa compréhension. Souligne une réussite et un défi à relever.

2

Compétence peu développée

Démontre une compréhension partielle des textes proposés. Réalise, en partie et avec de l'aide, les tâches. Émet des hypothèses sur le contenu du texte. Repère des informations explicites contenues dans des textes, des diagrammes et des tableaux. Réorganise certaines informations à l'aide d'un outil proposé (ex. : schéma à compléter). Établit un lien entre le texte et sa vie personnelle ou ses connaissances antérieures, et le partage avec un pair.

1

Compétence très peu développée

Démontre une compréhension limitée de courts textes qui ont été entendus, lus ou vus (ex. : chanson, livre, émission), malgré un soutien constant. Se sert des images et du titre pour identifier des éléments du texte. Répond en repérant certaines informations explicites, par des mots du texte erronément associés à la question ou en utilisant 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 2^e cycle du primaire, les situations à privilégier doivent notamment permettre à l'élève :

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

FRANÇAIS, LANGUE SECONDE (PROGRAMME D'IMMERSION)

COMPÉTENCE 2 : PRODUIRE DES TEXTES VARIÉS

5

Compétence marquée

Produit des textes en tenant compte de certaines caractéristiques du destinataire. Organise adéquatement le contenu de sa production et enchaîne certaines idées. Utilise quelques expressions courantes de façon appropriée. Effectue des accords dans le groupe du verbe et orthographie correctement la plupart des mots de sa production.

4

Compétence assurée

Produit des textes clairs, malgré des erreurs (ex. : de syntaxe, d'orthographe ou d'accord) et suit la démarche proposée. Explique son opinion et établit des liens avec sa propre culture. Effectue des accords dans le groupe du nom. Utilise certains pronoms pour éviter la répétition et respecte des éléments prosodiques (ex. : articulation, débit, volume de voix). Emploie des stratégies et des ressources adéquates. Améliore des aspects de sa production à l'aide d'un outil proposé ou de la rétroaction reçue et aide un pair à améliorer son texte.

3

Compétence acceptable

Produit de courts textes généralement clairs. Réalise les tâches malgré les difficultés rencontrées en utilisant l'outil proposé ou en s'inspirant du modèle donné. Tient compte de l'intention de communication et développe brièvement certaines idées. Formule des phrases complètes et utilise un vocabulaire familier et celui lié aux différentes disciplines. Appuie ses idées à l'aide d'éléments visuels ou d'éléments du langage non verbal. Emploie les stratégies et les ressources suggérées. Utilise les critères fournis pour évaluer sa production. Souligne une réussite et un défi à relever.

2

Compétence peu développée

Produit de courts textes compréhensibles liés au sujet ou au repère culturel abordé et s'adresse au destinataire. Réalise, en partie et avec de l'aide, les tâches de production orale ou écrite. Orthographie ou prononce correctement des mots appris ou utilisés fréquemment.

1

Compétence très peu développée

Produit des textes inachevés et difficilement compréhensibles, constitués de phrases incomplètes souvent calquées sur sa langue maternelle, malgré un soutien constant. Utilise un vocabulaire restreint ou écrit phonétiquement certains mots.

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 Two**, as defined in the Québec Education Program. The situational problems chosen should meet the following conditions:

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

MATHEMATICS

COMPETENCY 1: TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

5

Advanced competency development

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

4

Thorough competency development

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

3

Acceptable competency development

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

2

Partial competency development

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

1

Minimal competency development

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

COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

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

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

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

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

- read, write and order natural numbers less than 100 000 and write them in expanded form; express and compare fractions with 0, $\frac{1}{2}$ and 1; make connections between fractions and decimals using the simplest examples (e.g. $\frac{1}{2} = 0.5$)
- recognize multiplication and division operations such as repeated addition, rectangular arrangement, repeated subtractions and sharing; perform operations on natural numbers, mentally or in writing, by using own and conventional processes in the cases of addition and subtraction; add and subtract decimal numbers using concrete materials related to real life situations (money, lengths, etc.)
- locate objects in a Cartesian plane; describe and classify plane figures and polyhedrons according to some of their properties
- estimate and measure lengths using conventional units of measure (mm, cm, dm and m) and surfaces using unconventional units; use conventional units of time
- demonstrate an understanding of chance by using terms such as “more likely,” “just as likely” and “less likely”
- interpret bar graphs, pictographs or broken-line graphs

MATHEMATICS

COMPETENCY 2: TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

5 **Advanced competency development**

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

4 **Thorough competency development**

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

3 **Acceptable competency development**

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

2 **Partial competency development**

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

1 **Minimal competency development**

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

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 intended for **Elementary Cycle Two**, as defined in the Québec Education Program. The situations involving communication should enable students to:

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

MATHEMATICS

COMPETENCY 3: TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

5 **Advanced competency development**

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

4 **Thorough competency development**

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

3 **Acceptable competency development**

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

2 **Partial competency development**

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

1 **Minimal competency development**

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

SCIENCE AND TECHNOLOGY

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

- plan and carry out relatively simple and concrete procedures using the knowledge targeted for the cycle
- become familiar with a set of strategies
- be guided by the teacher

SCIENCE AND TECHNOLOGY

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

5

Advanced competency development

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

4

Thorough competency development

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

3

Acceptable competency development

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

2

Partial competency development

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

1

Minimal competency development

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

SCIENCE AND TECHNOLOGY

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

- become familiar with the use of instruments, tools and simple processes
- carry out relatively simple procedures (planned by the students or assigned)
- be guided by the teacher

SCIENCE AND TECHNOLOGY

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

5 **Advanced competency development**

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

4 **Thorough competency development**

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

3 **Acceptable competency development**

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

2 **Partial competency development**

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

1 **Minimal competency development**

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

SCIENCE AND TECHNOLOGY

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

- extract the most relevant information from relatively simple popular science texts containing schemata, plans and diagrams
- communicate in both oral and written form by using relatively simple terms, symbols and types of representation

SCIENCE AND TECHNOLOGY

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

5 Advanced competency development

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

4 Thorough competency development

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

3 Acceptable competency development

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

2 Partial competency development

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

1 Minimal competency development

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

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

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

Generally speaking, the pedagogical context should enable students to:

- be guided by the teacher as needed in reading and examining documents
- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

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

- examine a variety of documents (e.g. text, map, diagram, table, visual document, time line) containing explicit information about a society
- find information about elements of a society (e.g. economic activities, communication routes) and characteristics of its territory (e.g. climate, natural resources)
- carry out tasks such as the following:
 - associate a person with an activity, role or event
 - explain how a society organizes its territory to meet its needs
 - indicate traces of a past society in our society and territory
 - indicate how a society adapts to characteristics of its territory
 - situate facts on a time line
 - locate the territory of a society on a map, using geographic reference points
- reflect on their process

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

5

Advanced competency development

Explains how a society organizes its territory to meet its needs. Describes the role of at least one person. Indicates how a society adapts to characteristics of its territory (e.g. Houses were built with very steep roofs to prevent the accumulation of snow). Locates the territory of a society on a map, using geographic reference points (e.g. New France extended from the St. Lawrence Valley on the north to Louisiana on the south). Carries out most of the tasks autonomously.

4

Thorough competency development

Relates information on elements of a society (e.g. use of the first routes for transporting goods). Indicates an organization of territory carried out by a society (e.g. seigneuries). With guidance, locates the territory of a society on a map, using geographic reference points. Describes learning acquired.

3

Acceptable competency development

Examines documents and finds information on elements of a society and characteristics of its territory. Associates a person with an activity, role or event (e.g. Jean Talon and the arrival of the filles du roi). Indicates a trace of a past society in our society and territory (e.g. a tradition). Situates a fact on a time line. Finds geographic reference points on a map.

2

Partial competency development

With constant help, using documents, finds information on elements of a society and characteristics of its territory. Names people or their role in a society. With help, identifies the territory of a society on a map.

1

Minimal competency development

Skims documents. Provides random information on elements of a society and characteristics of its territory.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

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

Generally speaking, the pedagogical context should enable students to:

- be guided by the teacher as needed in reading and examining documents
- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

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

- examine a variety of documents (e.g. text, map, diagram, table, visual document, time line) containing explicit information about a society in two different periods
- find information on elements of social organization (e.g. settlement, demography, government) and economic organization (e.g. agriculture, industries) in two different periods
- carry out tasks such as the following:
 - associate people and events with social and economic changes
 - identify social and economic changes (e.g. population growth, creation of small-scale industries)
 - indicate causes and effects of social and economic changes
 - locate the territory of a society in two different periods on maps, using geographic reference points
 - indicate a change in the location of the territory
- reflect on their process

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

5

Advanced competency development

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

4

Thorough competency development

Indicates whether elements of the social or economic organization of a society have changed between two periods, using information on one of the periods only (e.g. the economy changed in that there were small-scale industries in the colony around 1745). With guidance, locates the territory of a society on a map in two different periods, using geographic reference points. Describes learning acquired.

3

Acceptable competency development

Examines documents and finds information on elements of the social and economic organization of a society in two periods. Indicates whether elements of the social or economic organization of a society have changed. Associates a person with one of his/her actions.

2

Partial competency development

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

1

Minimal competency development

Skims documents. Provides random information on elements of social and economic organization of a society in two periods, without naming any social or economic changes.

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

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

Generally speaking, the pedagogical context should enable students to:

- be guided by the teacher as needed in reading and examining documents
- be guided or prompted by questioning
- acquire the vocabulary for space, time and society

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

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

GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

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

5 **Advanced competency development**

Indicates a cause or an effect of the differences between two societies and between the characteristics of their territories. Locates the territories of two societies on a map, using geographic reference points. Indicates differences in the geographic situation of two territories. Carries out most of the tasks autonomously.

4 **Thorough competency development**

States some similarities and differences between two societies and between the characteristics of their territories (e.g. around 1745, the population of New France was about 50 000, whereas that of the thirteen British colonies was about a million). With guidance, locates the territories of two societies on a map, using geographic reference points. Describes learning acquired.

3 **Acceptable competency development**

Examines documents and finds information on elements of two societies and characteristics of their territories. Partially states similarities and differences between two societies and between the characteristics of their territories (e.g. military power was different in that the thirteen British colonies had more ships).

2 **Partial competency development**

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

1 **Minimal competency development**

Skims documents. Provides random information on elements of two societies and characteristics of their territories, without indicating any similarities or differences.

DRAMA

COMPETENCY 1: TO INVENT SHORT SCENES

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

Generally speaking, the pedagogical context should enable students to:

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

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

- consider the steps in the creative process
- spontaneously improvise a character and a story using clown performance and shadow theatre
- work individually, in pairs or in groups of three
- describe their creative experience and what they have learned from it

DRAMA

COMPETENCY 1: TO INVENT SHORT SCENES

5

Advanced competency development

Develops productions that reflect the stimulus for creation in an original manner. Uses various elements of the language of drama to create his/her character and proposes precise actions that help to develop the story. Uses performance techniques and different elements of drama in a consistent manner. States what he/she has learned.

4

Thorough competency development

Uses elements of the language of drama that are appropriate to the main features of the character and the story. Uses performance techniques and elements of drama, in accordance with the nature of the character and the story. Makes a few attempts to develop a story line and ensures that it unfolds smoothly. Describes his/her creative experience.

3

Acceptable competency development

Presents productions that, overall, are consistent with the stimulus for creation and generally respects the story's development. Proposes elements of the language of drama that are more or less related to the nature of the character and the story. Uses a few elements of styles of theatre and elements of drama. Describes aspects of his/her creative experience.

2

Partial competency development

Outlines his/her productions based on his/her first idea. Makes few connections between the nature of the character and the story. Uses elements of technique in a limited manner. Talks about one step in his/her creative experience with help from the teacher.

1

Minimal competency development

Undertakes creative projects but requires constant help from the teacher. Presents short scenes in which the elements of the language of drama have little or no connection to the features of the story or 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
- explore the structures, performance techniques and elements of drama they are studying

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

- play a character using clown performance and shadow theatre
- interpret rhymes, poems or short monologues as well as dialogues from children's literature and excerpts from the repertoire of youth theatre
- work in pairs or in groups of three
- describe their interpretation experience and identify what they have learned

DRAMA

COMPETENCY 2: TO INTERPRET SHORT SCENES

5

Advanced competency development

Takes into account the rules for group performance. Uses elements of technique and elements of drama that are related to the scene to be performed. Brings out the expressive features of his/her characters. Describes what he/she has learned during his/her interpretation experience.

4

Thorough competency development

Chooses styles of theatre that are appropriate to the content of the scene and uses a succession of different dramatic actions. Uses elements of performance techniques and respects the main features of his/her characters. Stays focused during the performance and takes the audience into account. Describes his/her interpretation experience.

3

Acceptable competency development

Creates productions that generally reflect the meaning of the scenes to be performed. Uses a succession of dramatic actions and respects the predetermined performance space when performing short scenes. Takes into account certain features of the character he/she is playing. Describes aspects of his/her interpretation experience.

2

Partial competency development

Uses elements of technique or elements of drama with little or no connection to the general idea of the excerpt or short scene. Uses few elements of the language of drama to develop his/her character. Talks about one step in his/her interpretation experience with help from the teacher.

1

Minimal competency development

Plays the proposed short scenes, but requires constant help from the teacher. Has difficulty paying attention during the performance.

DRAMA

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

- refer to audio, visual or electronic documentary sources proposed by the teacher, themselves or another student
- describe their appreciation experience and identify what they have learned

DRAMA

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

5 **Advanced competency development**

Makes connections between elements of the content of the production or work and the feelings he/she has felt. Bases his/her decision on elements related to the work or production. Presents an appreciation that includes sociocultural references. Describes his/her appreciation experience.

4 **Thorough competency development**

Identifies elements of the work or points in the story that relate to what he/she has felt. Highlights elements of the work or production that are related to the chosen appreciation criteria. Uses subject-specific vocabulary. Talks about his/her appreciation experience.

3 **Acceptable competency development**

Takes into account one appreciation criteria and uses some of the items of information provided. Names one element of the work or production on which his/her decision is based. Talks about one aspect of his/her appreciation experience.

2 **Partial competency development**

Recognizes what he/she has felt without connecting it to specific elements of the work or production. Briefly conveys his/her appreciation without supporting it. Talks about aspects of his/her appreciation experience with help from the teacher.

1 **Minimal competency development**

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

VISUAL ARTS

COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

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

Generally speaking, the pedagogical context should enable students to:

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

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

- take into account the steps in the creative process
- transform materials using a two or three-dimensional space (in the round and low relief), working not only from memory, but also from observation
- explore the gestures, tools and language of the visual arts
- use a variety of tools (traditional or electronic) and materials that are challenging to transform
- organize coherently the elements of visual arts language
- describe aspects of their creative experience that are meaningful to them

VISUAL ARTS

COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

5

Advanced competency development

Creates original productions enhanced by complementary elements. Uses materials in a way that gives form and expression to his/her productions. Shows initiative and autonomy in his/her creative projects.

4

Thorough competency development

Translates stimuli for creation into personal productions. Uses precise gestures to work with the materials provided. Chooses elements of visual arts language and spatial organization to clarify his/her creative idea. Describes his/her creative experience and what he/she has learned from it.

3

Acceptable competency development

Presents productions that, for the most part, are related to the stimulus for creation. Uses appropriate gestures to work with his/her materials. Uses elements of visual arts language in relation to his/her creative idea and uses an appropriate form of spatial organization. Sees his/her projects through to completion. Describes aspects of his/her creative experience.

2

Partial competency development

Makes partial use of materials and uses a few elements of visual arts language, some of which are related to his/her creative idea. Uses a form of spatial organization that is not very developed. 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. Uses a form of spatial organization that has little connection to the stimulus for creation. Requires help in exploring the properties of materials.

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 Two, the situations chosen should enable students to:

- take into account the steps in the creative process
- transform materials using a two or three-dimensional space (in the round and low relief), working not only from memory, but also from observation
- use the gestures, tools and language of the visual arts, in relation to the message and the intended viewers
- take into account one or more intended viewers in their extended cultural environment
- organize coherently the elements of visual arts language
- describe aspects of their creative experience that are meaningful to them

VISUAL ARTS

COMPETENCY 2: TO PRODUCE MEDIA WORKS IN THE VISUAL ARTS

5

Advanced competency development

Creates original productions enhanced by complementary elements that convey the message effectively. Uses materials in a way that gives form and expression to his/her productions. Uses elements of visual arts language in an original manner. Shows initiative and autonomy in his/her creative projects.

4

Thorough competency development

Translates stimuli for creation into authentic productions that take the intended viewers into account. Uses precise gestures to work with the materials provided. Chooses elements of visual arts language and organizes space with a view to promoting the message. Describes his/her creative experience and what he/she has learned.

3

Acceptable competency development

Presents productions that, for the most part, are related to the stimulus for creation. Uses appropriate gestures to work with his/her materials. Chooses and organizes elements of visual arts language in order to convey a message to the intended viewers. Sees his/her projects through to completion. Describes aspects of his/her creative experience.

2

Partial competency development

Makes partial use of materials. Uses a few elements of visual arts language, some of which are related to the message to be conveyed. Uses a basic form of spatial organization. Talks about 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. Uses a form of spatial organization that has little connection to the stimulus for creation. Requires help in exploring the properties of materials.

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 Two, the situations chosen should enable students to:

- identify elements of content in what they have observed in a work
- refer to audio, visual or electronic reference materials proposed by the teacher, by themselves or by another student
- describe their appreciation experience and identify what they have learned from it

VISUAL ARTS

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

5 Advanced competency development

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

4 Thorough competency development

Identifies elements of the work or production that are related to what he/she has felt. Identifies some sociocultural references. Uses the principal terms in the subject-specific vocabulary. Describes his/her appreciation experience and what he/she has learned.

3 Acceptable competency development

Briefly explains his/her appreciation on the basis of the proposed criteria and the information provided. Names elements of the work or production that have motivated his/her decision. Talks about his/her appreciation experience.

2 Partial competency development

Expresses an opinion and talks about aspects of his/her appreciation experience with help from the teacher. Identifies an element in the work or production without associating with it what he/she has felt.

1 Minimal competency development

Demonstrates limited appreciation by making comments such as “I like it” or “I don’t like it.” Requires constant help from the teacher in sharing his/her appreciation, which is based on only one element of the work or production.

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 Two, the situations chosen should enable students to:

- take into account the steps of the creative process
- spontaneously improvise on the basis of a suggested structure and to compose at least two movement sequences
- use various performance aids (playthings, simple props, costume elements, body percussion and voice, musical accompaniment and sound-producing objects)
- work individually, with a partner or as a small group
- describe their creative experience and what they have learned

DANCE

COMPETENCY 1: TO INVENT DANCES

5

Advanced competency development

Enhances his/her productions by incorporating other ideas that complement his/her work and combines elements of dance language in a creative manner. Uses his/her skills to improve his/her productions and describes what he/she has learned.

4

Thorough competency development

Varies the elements of dance language according to the different stimuli for creation. Demonstrates body awareness and incorporates personal movements into his/her productions. Makes a few attempts to organize his/her movement sequences and uses various composition procedures. Talks about his/her creative experience.

3

Acceptable competency development

Creates productions that are related to the stimulus for creation. Outlines his/her dances based on his/her first idea. Experiments with elements of dance language. Organizes movement sequences that involve at least one composition procedure and respects the given structure. Talks about one aspect of his/her creative experience.

2

Partial competency development

Assumes a start position and a final position in relation to the stimulus for creation. Uses a limited range of elements of dance language and repeats the same movement sequences from one production to the next.

1

Minimal competency development

Works on his/her production with constant support from the teacher. Proposes approximate and stereotypical movements.

DANCE

COMPETENCY 2: TO INTERPRET DANCES

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

Generally speaking, the pedagogical context should enable students to:

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

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

- interpret dances from a diverse repertoire of dances from the past and the present
- describe their interpretation experience and identify what they have learned from it

DANCE

COMPETENCY 2: TO INTERPRET DANCES

5

Advanced competency development

Becomes familiar with elements of movement technique and readily uses a succession of movement sequences. Highlights the expressive nature of the dances and interprets them. Considers the requirements of group movements and reacts appropriately to the unexpected. Describes what he/she has learned from his/her interpretation experience.

4

Thorough competency development

Uses elements of movement technique. Respects the content and expressive nature of the dances. Maintains his/her concentration while interpreting the dances and applies the rules of group movements. Talks about his/her interpretation experience.

3

Acceptable competency development

Moves hesitantly from one movement to another in a sequence. Pays attention to the rules of group movements. Responds to the requirements of dance structure and the performance aids used. Talks about his/her interpretation experience.

2

Partial competency development

Has difficulty applying elements of movement technique and has difficulty rendering the expressive nature of the dances. Shows a limited understanding of his/her role within the group and reacts somewhat inappropriately to the rules of group movements.

1

Minimal competency development

Decodes a few simple elements of the dance content with the teacher's help and executes movement sequences with many pauses between movements.

DANCE

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

- take part in short observation activities of choreographic excerpts from the past and present, including their own productions and those of their classmates
- refer to audio, visual or electronic reference materials proposed by the teacher, by themselves or by another student
- describe 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, sociocultural references and what he/she has felt. Bases his/her decision on elements related to the work or production, including the main items of information provided. Describes what he/she has learned.

4 **Thorough competency development**

Identifies elements of the work or when a particular feeling occurred. Highlights elements in the work or production that are connected to the chosen appreciation criteria. Uses subject-specific vocabulary. Talks about his/her appreciation experience.

3 **Acceptable competency development**

Takes into account a proposed appreciation criterion and uses certain items of information provided in order to formulate his/her appreciation. Names elements of the work or production that have motivated his/her decision. Talks about one aspect of his/her appreciation experience.

2 **Partial competency development**

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

1 **Minimal competency development**

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

COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES

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

Generally speaking, the pedagogical context should enable students to:

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

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

- consider the steps in the creative process
- improvise, arrange or compose vocal or instrumental pieces by using various sound sources: the body, the voice, objects, percussion instruments, melodic instruments and instruments from information and communications technologies
- use elements of musical language (intensity and dynamics, duration, pitch, tone colour, quality of sound), technique (posture, form, etc.) and structure (form, tempo, rhythmic and melodic organization)
- use repetition as well as composition procedures already covered in Cycle One
- describe their creative experience and identify what they have learned

MUSIC

COMPETENCY 1: TO INVENT VOCAL OR INSTRUMENTAL PIECES

5

Advanced competency development

Uses complementary ideas to enhance his/her productions and appropriately combines certain musical elements. Uses a variety of elements of musical language to express his/her creative ideas in an original manner. Describes what he/she has learned through his/her creative experience and justifies his/her choices.

4

Thorough competency development

Spontaneously explores different possibilities in order to bring out the stimulus for creation. Appropriately uses a succession of elements of musical language. Chooses sound sources and elements of technique that effectively convey his/her creative ideas. Adds the necessary elements to improve his/her productions. Describes his/her creative experience by identifying what he/she has learned.

3

Acceptable competency development

Presents productions that are generally consistent with the stimulus for creation. Selects elements of musical language and sound sources to make the most of his/her creative ideas. Uses structures and one composition procedure proposed by the teacher. Describes aspects of his/her creative experience.

2

Partial competency development

Uses one of the four composition procedures with the help of classmates or the teacher. Haphazardly combines musical elements in his/her productions. Talks about one step in his/her creative process with help from the teacher.

1

Minimal competency development

Creates productions that have little connection to the stimulus for creation. Carries out creative projects, but requires constant help from the teacher. 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:

- play 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 Two, the situations chosen should enable students to:

- use the body, the voice, sound-producing objects and percussion or melodic instruments
- sing in unison or canon a variety of short pieces with a range not exceeding one octave
- play short instrumental pieces of a variety of styles and that are adapted to their level
- describe their interpretation experience and identify what they have learned from it

MUSIC

COMPETENCY 2: TO INTERPRET MUSICAL PIECES

5

Advanced competency development

Links musical phrases smoothly and plays musical pieces by bringing out their expressive nature. Remains attentive throughout the performance and responds spontaneously to direction. Describes what he/she has learned during his/her interpretation experience.

4

Thorough competency development

Applies elements of technique that are appropriate to the sound sources used and links together musical phrases. Produces a sound that is in keeping with the musical content of the pieces. Responds appropriately to direction. Describes his/her interpretation experience by talking about what he/she has learned.

3

Acceptable competency development

Uses appropriate instrumental technique most of the time, including those related to voice. Assumes an appropriate posture and form. Plays musical pieces linking musical phrases smoothly and pays attention to the main directing gestures. Describes aspects of his/her interpretation experience.

2

Partial competency development

Makes awkward use of elements of technique and partially respects the content of musical pieces. Responds to certain directing gestures. Talks about one step in his/her interpretation experience with help from the teacher.

1

Minimal competency development

Requires the teacher's help in identifying a few simple elements of the musical content of the pieces, and has difficulty linking sounds. Shows little concern for directing gestures.

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 or in writing

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

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

MUSIC

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

5 **Advanced competency development**

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

4 **Thorough competency development**

Names what he/she has felt during a passage and identifies elements of the work or production that have motivated his/her decision. Highlights elements related to the chosen appreciation criteria. Appropriately uses the principal terms in the subject-specific vocabulary. Talks about his/her appreciation experience.

3 **Acceptable competency development**

Identifies elements of the work that relate to what he/she has felt. Takes into account a proposed appreciation criterion and uses certain items of information provided in order to formulate his/her appreciation. Talks about one aspect of his/her appreciation experience.

2 **Partial competency development**

Recognizes a feeling elicited by the work without associating the feeling with specific elements of the work or production. Briefly conveys his/her appreciation without supporting it. Uses some of the subject-specific vocabulary imprecisely.

1 **Minimal competency development**

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

PHYSICAL EDUCATION AND HEALTH

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

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

Generally speaking, the pedagogical context should enable students to:

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

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

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

PHYSICAL EDUCATION AND HEALTH

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

5 **Advanced competency development**

Regularly and easily performs sequences and combinations of movement skills according to the type of physical activity. Improves his/her performances. Applies his/her learning to other, similar physical activities.

4 **Thorough competency development**

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

3 **Acceptable competency development**

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

2 **Partial competency development**

With help, identifies and chooses movement skills suited to his/her level. Performs 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 the sequence, despite constant help. Makes few connections with requirements and constraints. Performs only one movement skill at a time, often without control and pausing frequently. Randomly changes the sequence of movements. Produces movement patterns by mimicking others.

PHYSICAL EDUCATION AND HEALTH

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

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

Generally speaking, the pedagogical context should enable students to:

- practise different types of physical activities adapted to their level of development
- become more aware of others
- take into account constraints such as the physical environment, the goal, their teammates, etc.
- behave in a safe manner (e.g. students follow relevant safety rules)
- adopt ethical behaviours (e.g. students 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 Two, the situations chosen should enable students to:

- work in teams of two or more against one or more opponents
- develop and execute plans of action in different types of physical activities
- adjust themselves to others and synchronize their movements or actions in relation to those of others, communicate verbally or through visual signals with their teammate(s) and send out misleading signals (e.g. feinting) to their opponent(s)

PHYSICAL EDUCATION AND HEALTH

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

5 **Advanced competency development**

Develops and evaluates a plan of action in light of the strengths and difficulties of his/her teammate(s). Adapts his/her position and movement skills to the unforeseeable aspects of the activity, taking into account the roles assigned and the strategies outlined in the plan of action. If necessary, suggests strategy modifications to improve the plan of action. Applies his/her learning to other, similar physical activities.

4 **Thorough competency development**

Performs all of the steps of the process effectively. When selecting strategies for the plan of action, makes suggestions and reaches agreements with his/her teammate(s). Executes actions (offence, defence, cooperation) that are appropriate to the activity and situation. At the right time during a movement, sends clear messages to his/her teammate(s) or misleading signals to his/her opponent(s). Evaluates his/her process to identify improvements to be made. Adopts ethical behaviours.

3 **Acceptable competency development**

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

2 **Partial competency development**

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

1 **Minimal competency development**

Only partially completes the process, despite constant help. Makes few connections with the requirements, the constraints and the plan of action. Only minimally applies the principles of action and communication. Moves, positions himself/herself and manipulates objects by mimicking others or without taking his/her teammate(s) 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 cultivate 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 Two, the situations chosen should enable students to:

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

PHYSICAL EDUCATION AND HEALTH

COMPETENCY 3: TO ADOPT A HEALTHY, ACTIVE LIFESTYLE

5

Advanced competency development

Explains his/her choice of lifestyle habits and the adjustments made to meet his/her objectives. Evaluates the effects of adopting healthy lifestyle habits on his/her health and well-being.

4

Thorough competency development

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

3

Acceptable competency development

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

2

Partial competency development

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

1

Minimal competency development

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

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

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

Generally speaking, the pedagogical context should enable students to:

- reflect on the diversity of interpersonal relationships between members of a group, on their roles and responsibilities, and on the advantages and disadvantages associated with group life

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

- discuss values and norms associated with concrete ethical situations discussed in class
- explore simple references (rules, values, proverbs, resources, etc.) to enlighten their reflection
- examine the possible effects of options or actions on themselves, others or the situation
- use various explicit resources provided by the teacher or students
- use appropriate strategies for considering a situation

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

5

Advanced competency development

Formulates an ethical question based on a simple, concrete situation. Highlights advantages and disadvantages of group life and explains how certain actions or options can foster community life. Underlines some possible positive or negative consequences of the options and actions he/she proposed.

4

Thorough competency development

Asks an ethical question related to a given situation and identifies some values and norms at stake. Makes connections between the different perceptions of the situation. Names relevant references and explains their influence on a given ethical situation.

3

Acceptable competency development

Identifies the main elements of an ethical situation (who, what, how, where, why, etc.), and associates a value or norm with the situation. Lists attitudes and behaviours that contribute to or detract from group life and names some responsibilities resulting from the situation.

2

Partial competency development

With help, identifies some elements of a situation and an obvious reference on which a point of view that has been expressed is based. When presented with examples, names an advantage or a disadvantage of an option or an action.

1

Minimal competency development

Identifies few elements of an ethical situation, and does not make connections between them. Names one action, behaviour or attitude that fosters 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 the main characteristics of practices experienced in a community or forms of religious expression present in their environment (words, objects, spiritual guides, places, symbols, etc.), as well as their meaning
- make connections between forms of religious expression and elements of their social and cultural environment

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

- describe and put into context forms of religious expression (places of worship, street names, community organizations, etc.)
- make connections between elements in their environment and forms of religious expression discussed in class
- name certain ways of thinking, being and acting within one religious tradition or in the context of several religious traditions
- recognize various ways of thinking, being and acting in society
- use various relevant resources provided by the teacher or by the students
- use appropriate strategies for understanding aspects of the phenomenon of religion

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 2: DEMONSTRATES AN UNDERSTANDING OF THE PHENOMENON OF RELIGION

5 **Advanced competency development**

Appropriately identifies the meaning of sacred practices, objects and writings, symbols, places of worship, etc. Associates these forms of religious expression with the corresponding traditions. Selects the relevant information when considering a given situation.

4 **Thorough competency development**

Makes connections between forms of religious expression and elements of the environment. Briefly describes ways of thinking, being and acting that are specific to the main religious traditions. Uses adequate vocabulary to describe forms of religious expression.

3 **Acceptable competency development**

Names the main characteristics of religious practices in a community or forms of religious expression present in his/her environment and associates them with their tradition of origin. Distinguishes between appropriate and inappropriate behaviours in regard to ways of acting, being or thinking that are specific to a religious tradition.

2 **Partial competency development**

Names some characteristics of the forms of religious expression presented in class. Associates some forms of religious expression with the corresponding traditions. Names one way of acting that is specific to a religious tradition.

1 **Minimal competency development**

Names one form of religious expression presented in class. Distinguishes between religious and nonreligious elements among examples found in his/her environment.

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 3: ENGAGES IN DIALOGUE

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

Generally speaking, the pedagogical context should enable students to:

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

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

- organize and validate their knowledge on concrete subjects presented in class
- ask questions to clarify their points of view
- use various relevant resources provided by the teacher or the students
- use strategies that are appropriate for engaging in dialogue

ETHICS AND RELIGIOUS CULTURE

COMPETENCY 3: ENGAGES IN DIALOGUE

5

Advanced competency development

Uses his/her own ideas to develop his/her point of view. Proposes solutions for overcoming difficulties encountered. Explains in clear terms the ideas put forth by his/her classmates.

4

Thorough competency development

Makes relevant connections between his/her knowledge and the subject addressed. Asks questions to better understand the different points of view expressed. Recognizes words, attitudes or behaviours that hinder dialogue. Using examples, explains how his/her point of view has changed, if applicable.

3

Acceptable competency development

Expresses his/her point of view using appropriate vocabulary as well as descriptions and comparisons. Shows respect when expressing his/her point of view or listening to those of others, and adheres to some of the rules of dialogue. Adequately uses some forms of dialogue.

2

Partial competency development

In simple terms, expresses his/her ideas, feelings and perceptions with regard to the subject of dialogue. Listens when others express their points of view. Recognizes points of view that differ from his/her own.

1

Minimal competency development

Names a few rules of dialogue. With constant help, briefly gives his/her point of view when interacting with others.

