**SCALES
OF COMPETENCY LEVELS**

SECONDARY SCHOOL EDUCATION
CYCLE TWO

Ethics
and Religious Culture

Third Edition
Secondary IV and V

Québec 🇶🇧

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Foreword

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that teachers must prepare in Secondary Cycle Two. 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.

It should be noted that this third edition contains the scales for Secondary IV and V, and replaces the earlier editions, published in 2007 and 2008, of the scales of competency levels for Secondary Cycle Two.

Part I: Introduction

Introduction

An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each year in Secondary Cycle Two, 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.

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.

* Resources: the *Program Content* section of each subject-specific program "describes the learning essential for the development and exercise of the competency. . . . It includes learning related to concepts, methods, strategies, processes, techniques and attitudes." (See *Québec Education Program, Secondary Cycle Two*, chapter 4, p. 28.)

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

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.

5   *. . . and also at this one!*

4   *. . . is still present at this level . . .*

3   *What has been acquired at this level . . .*

2

1

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.

Particular Features of the Scales for Secondary Cycle Two

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

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 (concepts, methods, strategies, processes, techniques, attitudes). 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 demonstrate their competencies.
– 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 II: The Scales

Ethics and Religious Culture

At the end of Secondary IV and V, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to 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:

– analyze a situation from an ethical point of view

– examine societal norms and values by addressing the following themes: tolerance, the future of humanity, justice and human ambivalence

– evaluate the reliability of information sources

– use appropriate and effective strategies to carry out ethical reflection

Since the descriptions of the competency levels are applicable to both Secondary IV and V, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary IV students to:

– incorporate different points of view when explaining ethical issues

– explain the role and meaning of certain references

– examine different possible effects of the options and actions considered

Among other things, the situations chosen should enable Secondary V students to:

– undertake a rigorous process of ethical reflection

  • use different points of view to analyze ethical issues

  • explain the role and meaning of different types of references (cultural, moral, religious, scientific or social)

  • justify the effects of the options and actions considered, by explaining their impact on community life

– associate an ethical issue with different pertinent contexts

Reflects on ethical questions

5 *Advanced competency development*

Demonstrates critical judgment when analyzing situations involving an ethical issue. Compares the significance of certain references in different contexts. Explains how the solutions considered foster community life. Evaluates his/her process of ethical reflection and suggests improvements, if needed.

4 *Thorough competency development*

Explains why tensions and conflicting values arise in a situation. Compares several points of view regarding a given situation. Explains the main references on which points of view are based. Associates references with various contexts in order to support a point of view. Examines the possible effects of options and actions on himself/herself, others and community life.

3 *Acceptable competency development*

Shows an understanding of the themes and elements of related content studied. Identifies the essential elements in a situation. Formulates ethical questions that arise from a situation. Makes connections between references supporting different points of view. Identifies the positive and negative consequences of the suggested options or actions. Suggests solutions that foster community life.

2 *Partial competency development*

Describes some elements of a given situation. Emphasizes some references supporting different points of view. Compares the situations presented with other similar situations.

1 *Minimal competency development*

With help, identifies points of view and references associated with a given situation. From among the options or actions mentioned, selects those that foster community life.

At the end of Secondary IV and V, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to show their competency in demonstrating an understanding of the phenomenon of religion, in accordance with the requirements of the Québec Education Program.

Generally speaking, the pedagogical context should enable students to:

– become familiar with the different components of a religious tradition, such as key events and figures, rites, rules, main symbols and works of art

– ask more in-depth existential questions and find answers within various religious traditions or currents of thought

– approach religious phenomenon by highlighting the religious heritage of Québec society

Since the descriptions of the competency levels are applicable to both Secondary IV and V, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable Secondary IV students to:

– explain the meaning and role of forms of religious expression

– make connections between forms of religious expression and social realities

– recognize the origins of various ways of thinking, being or acting in society

Among other things, the situations chosen should enable Secondary V students to:

– develop a greater understanding of the meaning and role of forms of religious expression

– recognize the relationship between various key elements of a single religious tradition

– explain the effects of the different ways of thinking, being or acting in society and associate them with the beliefs or convictions of individuals and groups

Demonstrates an understanding of the phenomenon of religion

5 *Advanced competency development*

Highlights the effects of other currents of thought on the social and cultural environment both here and elsewhere in the world. Identifies the origins of the different ways of thinking, being and acting in society. Explains the key elements of a religious tradition in a coherent manner. Uses various means to express his/her understanding of religious phenomenon.

4 *Thorough competency development*

Explains the meaning and role of forms of religious expression in the lives of individuals and groups from both here and elsewhere in the world. Takes into consideration most of the key elements of a religious tradition when analyzing forms of religious expression. Reflects on his/her process and learning.

3 *Acceptable competency development*

Associates elements of the social and cultural environment with various forms of religious expression. Makes connections between the forms of religious expression related to various religious traditions or within a single religious tradition. Identifies the impact of the different ways of thinking, being and acting in society. Considers the main elements of related content studied.

2 *Partial competency development*

Describes concrete forms of religious expression. Recognizes various ways of thinking, being and acting in Québec society. Identifies forms of religious expression in his/her social and cultural environment.

1 *Minimal competency development*

Identifies forms of religious expression in a given situation. Associates ways of thinking, being and acting with corresponding religious traditions.

At the end of Secondary IV and V, the teacher must prepare competency reports by determining the competency levels attained by the students. The teacher presents students with a variety of learning and evaluation situations that enable them to 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: conversations, discussions, narrations, interviews, debates and panels

– interact with others while satisfying the conditions that foster dialogue and overcoming obstacles that hinder it

– develop a point of view by using descriptions, comparisons, explanations, syntheses and justifications

– recognize and examine types of judgments (preference, prescription, reality and value) and types of reasoning (induction, deduction, analogy and hypothesis)

Since the descriptions of the competency levels are applicable to both Secondary IV and V, it is important to consider the characteristics below so that evaluation reflects the relevant year of Cycle Two.

Among other things, the situations chosen should enable **Secondary IV** students to appropriately apply the process suggested by the teacher for addressing the subject of dialogue.

Among other things, the situations chosen should enable **Secondary V** students to exercise control over the dialogue by calling on their own resources.

Engages in dialogue

5 *Advanced competency development*

Views the subject of dialogue from different perspectives and examines its explicit and implicit aspects. Determines the most effective means for examining a point of view. Demonstrates the consistency and reliability of the sources of information used for developing a point of view. Suggests a variety of supplementary resources to support a point of view.

4 *Thorough competency development*

Anticipates objections and questions for clarification. Justifies a point of view using the appropriate vocabulary as well as relevant and coherent arguments. Examines the judgments expressed in order to advance dialogue. Refers to a variety of relevant resources to better understand the subject of dialogue.

3 *Acceptable competency development*

Recognizes types of judgments. Uses different forms of dialogue and interacts in a way that helps foster dialogue. Draws on the points of view of his/her peers to enrich his/her own. Explains how his/her point of view has been modified or consolidated. Shows respect when he/she hears or reads a point of view and when he/she expresses his/her own.

2 *Partial competency development*

Develops a simple point of view regarding the subject of dialogue. Identifies relevant arguments in the points of view expressed. Respects the ideas expressed during exchanges.

1 *Minimal competency development*

Uses some available resources to explore the subject of dialogue. Recognizes some examples of when rules of dialogue have not been respected.