

**SCALES
OF COMPETENCY LEVELS**

SECONDARY SCHOOL EDUCATION
CYCLE TWO

**Personal Orientation
Project**

**Exploration
of Vocational Training**

Entrepreneurship

Third Edition
Secondary III, IV and V

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Table of contents

FOREWORD	4
PART I: INTRODUCTION	5
PART II: THE SCALES	9
1. PERSONAL ORIENTATION PROJECT	9
Secondary III, IV and V	
Competency 1: Carries out a process of career exploration	10
Competency 2: Contemplates his/her learning and work possibilities	12
2. EXPLORATION OF VOCATIONAL TRAINING	15
Secondary III, IV and V	
Competency 1: Explores vocational training	16
Competency 2: Contemplates his/her suitability for vocational training	18
3. ENTREPRENEURSHIP	21
Secondary III, IV and V	
Competency 1: Determines his/her suitability for entrepreneurship	22
Competency 2: Implements an entrepreneurial project	24

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 III, 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.



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

1. Personal Orientation Project

PERSONAL ORIENTATION PROJECT

Competency 1: Carries out a process of career exploration

At the end of each year of Secondary Cycle Two, 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 carrying out a process of career exploration, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- carry out individual career explorations
- acquire experiences related to various trades or occupations

Among other things, the situations chosen should enable students in the compulsory program to:

- use a framework outlining certain details in their exploration process (e.g. process planning, tools, strategies, focuses of reflection)
- explore at least one familiar field of interest and one less familiar field of interest
- record the steps of their process (e.g. information gathered, exploration strategies used)
- use a variety of means of exploration

Among other things, the situations chosen should enable students in the optional program to:

- plan an exploration without being provided with a framework
- explore at least one field of interest that is unknown to them
- record the steps of their process in detail (e.g. information validated, ways to improve strategies)
- use a broad repertoire of means of exploration, including means that are unfamiliar and accessible with some difficulty
- plan, carry out and reflect on explorations autonomously

Carries out a process of career exploration

5

Advanced competency development

Explores less familiar fields of interest. Uses a broad repertoire of means of exploration and finds information beyond that required. Improves the quality or usefulness of his/her explorations after discussing them with peers.

4

Thorough competency development

Plans the exploration process in light of written records and comments offered by peers. Justifies the steps of his/her exploration process. Uses less familiar or new means of exploration. Mobilizes a variety of strategies to carry out the process, some of which are less familiar. Adjusts his/her exploration process, when needed, according to the results. Records specific, detailed information regarding his/her process and checks the quality and precision of these details. Carries out a critical analysis of his/her exploration process.

3

Acceptable competency development

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

2

Partial competency development

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

1

Minimal competency development

With constant support, undertakes some steps of the exploration process and uses only resources suggested by the teacher. Uses a framework provided by the teacher to record some information.

PERSONAL ORIENTATION PROJECT

Competency 2: Contemplates his/her learning and work possibilities

At the end of each year of Secondary Cycle Two, 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 contemplating their learning and work possibilities, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- present a structured reflection on their learning and work possibilities
- consider various possible career paths without necessarily making a definite career choice

Among other things, the situations chosen should enable students in the compulsory program to:

- specify certain personal qualities to be consolidated during the explorations (e.g. interests, personal characteristics, aptitudes)
- identify the attitudes and aptitudes to be developed
- define and justify some possible career paths, using a framework that outlines certain details (e.g. tools, strategies, focuses of reflection)
- record their exploration process (e.g. discoveries, possible career paths and attitudes and aptitudes to be developed)
- use a variety of means of exploration and communication

Among other things, the situations chosen should enable students in the optional program to:

- determine and justify their way of making decisions (intuitive, analytical or consultative)
- set personal development objectives (e.g. attitudes, aptitudes) and specify the means to meet them
- compare possible career paths and list them in order of preference, using a framework
- record their process in detail (e.g. discoveries, way of making decisions, comparisons of possible career paths) and the ways chosen for developing their attitudes and aptitudes, etc.
- emphasize efforts made to reflect on decision-making strategies

Contemplates his/her learning and work possibilities

5

Advanced competency development

Considers possible career paths taking into account his/her personal qualities, discoveries, self-esteem and socioeconomic and cultural references. Initiates discussions to validate and deepen his/her reflection. Makes a structured, detailed assessment of his/her reflections and discoveries.

4

Thorough competency development

Defines his/her personal profile and adjusts possible career paths accordingly. Formulates personal development objectives based on the requirements associated with a possible career path. Applies information gathered from people he/she trusts to his/her personal reflections. Uses effective communication strategies. Provides justification for possible career paths in light of his/her personal profile and discoveries.

3

Acceptable competency development

Based on suggestions by the teacher, makes connections between his/her personal qualities and the requirements of the trades or occupations explored and formulates a possible career path. Partially explains his/her decisions regarding his/her exploration process. Describes steps of his/her learning and career paths in connection with one possible career path.

2

Partial competency development

Identifies some possible career paths without making connections with his/her personal profile, or makes connections with help from the teacher. Shares some basic information with peers. Draws conclusions based mainly on academic and career information.

1

Minimal competency development

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

2. Exploration of Vocational Training

EXPLORATION OF VOCATIONAL TRAINING

Competency 1: Explores vocational training

At the end of each year of Secondary Cycle Two, 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 exploring vocational training, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- carry out a comprehensive exploration of vocational training by taking part in various activities (Observation, Reflection, Information gathering and Experiential activities [ORIE])
- obtain a clear picture of vocational training

Among other things, the situations chosen should enable students in the two-credit course to:

- carry out information-gathering and observation activities regarding an unfamiliar trade, occupation or sector of vocational training
- carry out an experiential activity relating to a specific trade, occupation or to an unfamiliar or little known sector of vocational training
- record and communicate in detail their discoveries, the information validated and the exploration strategies used
- plan for experiential activities that require resources that are not easily available
- use a wide range of resources (documentary, human, material and institutional)

Among other things, the situations chosen should enable students in the four-credit course to:

- complete one or more experiential job-shadowing activities
- prepare a detailed report on the discoveries they made during their experiential job-shadowing activity

Explores vocational training

5

Advanced competency development

Demonstrates attitudes that are conducive to exploration (sense of initiative, commitment, autonomy, open-mindedness). Uses a wide range of documentary, human, material and institutional resources. Diversifies his/her exploration of vocational training whenever possible.

4

Thorough competency development

Mobilizes various strategies (exploration, metacognitive, career-planning, communication) in an autonomous manner. Uses diversified and pertinent sources of information suited to the context. Records his/her explorations and information validated in detail. Based on the information gathered and his/her discoveries, defines his/her representation of vocational training.

3

Acceptable competency development

Mobilizes pertinent strategies (exploration, metacognitive, career-planning, communication) with occasional help from the teacher. Broadens his/her exploration, sometimes upon recommendation from the teacher or his/her peers, to include trades, occupations or types of training that are less familiar or new to him/her. Records most information on his/her explorations and validates most of the information gathered. Draws up a portrait of the trades, occupations or programs of study explored, using the information gathered and the discoveries made during activities (information, observation and experiential).

2

Partial competency development

Uses exploration strategies when suggested by the teacher. Gathers some pertinent information about the trade, occupation or program of study explored. Constructs a partial representation of vocational training which takes into account only some of its characteristics.

1

Minimal competency development

Partially explores (with no purpose) the trades, occupations or programs. Uses various resources (resource persons, documentary and material resources) on a superficial level. Records little information on his/her exploration even when tools are recommended.

EXPLORATION OF VOCATIONAL TRAINING

Competency 2: Contemplates his/her suitability for vocational training

At the end of each year of Secondary Cycle Two, 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 contemplating their suitability for vocational training, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- present a structured reflection on a possible vocational training program or another training path

Among other things, the situations chosen should enable students in the two-credit course to:

- make connections between some of their personal qualities and vocational training programs or trades and occupations
- anticipate certain steps of their training path, taking into consideration their personal profile and aspirations
- record and communicate in detail the steps in their training path and make clear connections between these steps and their personal profile
- share their reflections on their possible vocational training path

Among other things, the situations chosen should enable students in the four-credit course to:

- identify internal and external factors that affect their decision making
- identify the limitations and obligations that are inherent in the trades and occupations considered

Contemplates his/her suitability for vocational training

5

Advanced competency development

Demonstrates attitudes that are conducive to reflection (e.g. open-mindedness, self-criticism, rejection of prejudices and stereotypes). Presents a well-structured summary of his/her explorations and reflection on the characteristics of vocational training. Compares vocational training with other types of training.

4

Thorough competency development

Makes effective use of various strategies (metacognitive, career-planning, communication). Defines the upcoming steps in his/her training path and justifies his/her choices. Considers the information gathered from people he/she trusts in his/her reflections. Presents a summary of his/her reflections regarding the trades or occupations explored and vocational training.

3

Acceptable competency development

Makes some connections between his/her personal profile and the trades and occupations explored. Records his/her main reflections and identifies some steps of his/her training path. Shares his/her discoveries and reflections with others.

2

Partial competency development

With help from the teacher, makes a few connections between the characteristics of his/her personal profile and the trades, occupations or programs of study explored. Presents unverified information on vocational training.

1

Minimal competency development

With help, presents the characteristics of his/her personal profile. Considers or rejects a possible vocational training path without justification.

3. Entrepreneurship

ENTREPRENEURSHIP

Competency 1: Determines his/her suitability for entrepreneurship

At the end of each year of Secondary Cycle Two, 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 determining their suitability for entrepreneurship, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- determine their entrepreneurial profile and examine it critically
- make connections between their entrepreneurial profile and the type of involvement they are suited for

Among other things, the situations chosen should enable students in the two-credit course to:

- have a variety of entrepreneurial experiences in proposed contexts (e.g. meeting resource persons, visiting companies or organizations, participating in entrepreneurial projects)
- discuss with their peers
- have access to a variety of resources (human, material, documentary)
- record their reflections on entrepreneurship, especially those regarding their entrepreneurial profile, type of involvement, areas of interest, strengths and limitations, opportunities for improvement, the requirements of entrepreneurship, etc.

Among other things, the situations chosen should enable students in the four-credit course to:

- develop reflections and present them in detail:
 - by explaining their entrepreneurial profile and justifying the type of involvement they are suited for
 - by having entrepreneurial experiences using the resources they have targeted themselves or with occasional help

Determines his/her suitability for entrepreneurship

5

Advanced competency development

Presents very detailed and well-structured reflections. States ways to satisfy the requirements for entrepreneurship (setting a deadline, drawing up a schedule and consulting his/her agenda are ways to satisfy the requirement "meeting a deadline"). Explains how the strategies and means used have enabled him/her to meet his/her challenges.

4

Thorough competency development

Makes connections between the actions taken and his/her entrepreneurial profile, his/her areas of interest, the requirements of entrepreneurship, etc. Enriches his/her profile with elements drawn from the entrepreneurial profiles and experiences of his/her peers. Explains how his/her entrepreneurial profile and experiences correspond to his/her type of involvement (entrepreneur, intrapreneur, self-employed worker). Sets challenges for himself/herself that take into account the limitations of his/her entrepreneurial profile.

3

Acceptable competency development

Defines his/her entrepreneurial profile by highlighting his/her entrepreneurial qualities and ability to use appropriate strategies (e.g. exploration, problem solving) and pertinent resources (human, material, technical and financial). Determines the main characteristics of his/her entrepreneurial profile and highlights its strengths and limitations.

2

Partial competency development

Identifies one type of involvement he/she is suited for and connects it with the characteristics of his/her profile.

1

Minimal competency development

Identifies his/her entrepreneurial qualities. Lists the actions he/she has taken. Identifies his/her areas of interest.

ENTREPRENEURSHIP

Competency 2: Implements an entrepreneurial project

At the end of each year of Secondary Cycle Two, 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 implementing an entrepreneurial project, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Generally speaking, the pedagogical context should enable students to:

- become involved in entrepreneurial projects
- take on a variety of project-related responsibilities
- have access to various resources (human, material, documentary) and various work areas

Among other things, the situations chosen should enable students in the two-credit course to:

- participate in planning an entrepreneurial project
- participate in carrying out an entrepreneurial project and make adjustments to their actions as opportunities and difficulties arise
- identify learning that can be applied to a future project

Among other things, the situations chosen should enable students in the four-credit course to:

- execute an entrepreneurial project (planning, carrying out and evaluating the project) in an autonomous manner
- mobilize learning that is suited for the four-credit course
- carry out entrepreneurial projects that lead to at least two different types of end results (good, service or event)

Implements an entrepreneurial project

5

Advanced competency development

Explains, by referring to the entrepreneurial indicators and the results obtained, how the actions taken were effective, efficient or pertinent. Mobilizes a broad repertoire of appropriate resources and strategies to implement the project.

4

Thorough competency development

Demonstrates that the project chosen has the characteristics of an entrepreneurial project (meets a community's real need through innovative action that gives rise to a good, a service or an event, etc.). Identifies the strategies used to adjust his/her actions in accordance with the arising difficulties. Participates in the analysis of the project and takes into account the entrepreneurial indicators chosen in order to make adjustments to his/her planned actions.

3

Acceptable competency development

Records the various stages of the project (planning, carrying out, evaluating) using the relevant tools. Partially explains how the project chosen has the characteristics of an entrepreneurial project. Mobilizes some pertinent strategies (e.g. decision making, conflict management) and appropriate resources. Participates in the formulation of entrepreneurial indicators. Names actions carried out that can be applied in other situations.

2

Partial competency development

Participates in discussions without becoming involved in the project's implementation. Carries out some actions, without adjusting them when necessary.

1

Minimal competency development

Rarely participates in discussions for decision making. Carries out few actions during the project's implementation. Records few elements during the different stages of the project's implementation.

