

**SCALES  
OF COMPETENCY LEVELS**

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SECONDARY SCHOOL EDUCATION  
CYCLE TWO

# Physical Education and Health

Third Edition  
Secondary III, IV and V

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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 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**

**Physical Education and Health**

## PHYSICAL EDUCATION AND HEALTH

### Competency 1: Performs movement skills in different physical activity settings

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- progressively take into account the constraints and requirements involved in carrying out various types of physical activities
- practise at least three of the following types of physical activities:
  - cyclical activities (e.g. hurdle racing, rollerblading, bicycling)
  - single-action activities (e.g. jumping, long-distance throwing)
  - skill activities (e.g. juggling, throwing, precision throwing)
  - technical/artistic activities (e.g. floor gymnastics, rhythmic gymnastics)
- have access to various resources (e.g. posters, multimedia technology)
- exhibit ethical behaviour and apply the safety rules required by the situation
- learn the subject-specific vocabulary so they can use it to communicate
- describe their experiences and identify what they have learned

#### **Among other things, the situations chosen should enable Secondary III students to:**

- consolidate the techniques developed and, if applicable, learn new techniques depending on the variety of physical activities they practise
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary III indicated in the table on the development of the competency in the Physical Education and Health program)

## Performs movement skills in different physical activity settings

5

### *Advanced competency development*

Judiciously selects movement skills in keeping with the types of physical activities involved. Justifies his/her choices of movements and explains any adjustments made.

4

### *Thorough competency development*

Plans, in an appropriate manner, his/her movement skills and sequences in accordance with the requirements and constraints associated with the types of physical activities involved. Uses one or more techniques that are appropriate in terms of performance and form and that are suited to the types of physical activities involved. Evaluates his/her process and identifies learning that can be transferred to other tasks or types of physical activities.

3

### *Acceptable competency development*

Plans his/her movement sequences by using, when needed, resources suggested by the teacher (posters, documents, tables and the Internet). Performs sequences smoothly and combines movement skills in accordance with the types of physical activities involved, and regains his/her balance, if necessary. Makes a summary evaluation of his/her choice of actions and performances, and makes adjustments. Follows safety rules during physical activities.

2

### *Partial competency development*

With help, plans his/her movement sequences. Performs his/her movement skills and sequences with difficulty (e.g. leaves out one or more parts of the movement sequences or puts too much emphasis on one or more parts of the movement, thereby causing him/her to pause briefly, slow down and lose his/her synchronization). With help, identifies his/her successes and difficulties. Makes improvements when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Follows the simplest procedures in the execution of tasks and takes very few of the requirements and constraints into account. Performs movement skills with very little efficiency (e.g. superfluous movements, frequent pauses, loss of control or lack of synchronization). Makes changes to the order of movement skills during performances.

## PHYSICAL EDUCATION AND HEALTH

### Competency 2: Interacts with others in different physical activity settings

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- progressively take into account the constraints and requirements involved in carrying out various types of physical activities
- practise at least three of the following types of physical activities:
  - cooperative activities (e.g. acrogym, group performances)
  - combat activities (e.g. wrestling, judo)
  - duelling activities (e.g. badminton, tennis)
  - group activities in a common space (e.g. kin-ball, soccer) or in a separate space (e.g. volleyball, sepak takraw)
- cooperate with one or more of their peers (partners or opponents)
- have access to various resources (e.g. posters, multimedia technology)
- exhibit ethical behaviour and apply the safety rules required by the situation
- learn the subject-specific vocabulary so they can use it to communicate
- describe their experiences and identify what they have learned

#### **Among other things, the situations chosen should enable Secondary III students to:**

- develop, implement and adjust a plan of action that takes into account the requirements of the situation and the goal in question
- demonstrate control when applying the principles of communication and synchronization as well as action rules (action rules are selected by the teacher according to the proportions suggested in the Physical Education and Health program)
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary III indicated in the table on the development of the competency in the Physical Education and Health program)

## Interacts with others in different physical activity settings

5

### *Advanced competency development*

Makes adjustments to the plan of action by responding to problems as they arise during an activity. Justifies his/her choice of strategies and explains the adjustments that were made.

4

### *Thorough competency development*

Cooperates in developing a plan of action while taking into consideration the strengths and difficulties of his/her partner(s) and opponent(s). Carries out a variety of actions to play various roles assigned in the plan of action (e.g. offensive, defensive, supporting or acrobatic roles). Makes sure his/her actions are synchronized with those of his/her partner(s) or with the object, depending on the situation. When the situation warrants it, or when the time is right, sends clear messages to his/her partner(s) or misleading messages to his/her opponent(s). Evaluates his/her process and identifies learning that can be transferred to other tasks or types of physical activities. Adopts positive attitudes (e.g. fair play, helping others, perseverance).

3

### *Acceptable competency development*

Cooperates in developing a plan of action by using, when needed, resources suggested by the teacher. Performs offensive, defensive and cooperative actions in playing the role assigned in the plan of action. When the situation warrants it, sends messages to his/her partner(s). Makes a summary evaluation of the plan, the level of cooperation and the performances, and then makes adjustments. Follows safety rules during physical activities.

2

### *Partial competency development*

Sporadically cooperates in developing the plan of action. With some difficulty, applies strategies set out in the plan of action by performing a few offensive, defensive or cooperative actions called for by the situation. With help, identifies his/her successes and difficulties. Makes improvements when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Performs offensive, defensive or cooperative actions that are not very effective (e.g. proceeds with little consideration for the plan of action, has very little command of the action rules or the principles of communication and synchronization).

## PHYSICAL EDUCATION AND HEALTH

### Competency 3: Adopts a healthy, active lifestyle

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- make critical use of various sources of information that educate them on the effects of their lifestyle habits on their health and well-being
- exhibit ethical behaviour and apply the safety rules required by the situation
- use various time management tools, and tools for compiling information and reflecting on what they have done
- learn the subject-specific vocabulary so they can use it to communicate

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

- develop and implement a plan designed to maintain or improve some of their healthy and active lifestyle habits and their fitness level
- reevaluate their healthy and active lifestyle habits and their fitness level at key moments in order to adjust their plan accordingly
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary III indicated in the table on the development of the competency in the Physical Education and Health program)

## Adopts a healthy, active lifestyle

5

### *Advanced competency development*

Justifies choice of lifestyle habits and explains adjustments made to reach his/her objectives. Supplements his/her explanations by using additional elements drawn from various sources of information. Analyzes the impact of his/her lifestyle choices on personal health and well-being.

4

### *Thorough competency development*

Drawing on a variety of sources of information, develops a plan and uses various methods to improve or maintain his/her lifestyle habits. Reevaluates his/her lifestyle habits and adjusts the plan according to results and relevant records. Evaluates his/her overall process and identifies learning that could be carried over to activities related to the competencies *Performs* and *Interacts*.

3

### *Acceptable competency development*

Makes distinctions between his/her healthy and unhealthy lifestyle habits and identifies some of their effects on his/her health. Sets realistic objectives to improve or maintain lifestyle habits. Develops and implements a plan to meet the objectives by using, when needed, resources suggested by the teacher (e.g. posters, tables, multimedia technology). Makes a summary evaluation of his/her plan of action, his/her results and the extent to which he/she has attained the objectives. Identifies possible solutions and makes adjustments.

2

### *Partial competency development*

With help, sets objectives to improve or maintain lifestyle habits. Carries out some actions outlined in his/her plan to attain the objectives, but some of these actions are not very appropriate or are largely beyond his/her capacities. Makes adjustments when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Takes few steps toward improving or maintaining lifestyle habits and does not keep records of the efforts made.



## PHYSICAL EDUCATION AND HEALTH

### Competency 1: Performs movement skills in different physical activity settings

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- progressively take into account the constraints and requirements involved in carrying out various types of physical activities
- practise at least three of the following types of physical activities:
  - cyclical activities (e.g. hurdle racing, rollerblading, bicycling)
  - single-action activities (e.g. jumping, long-distance throwing)
  - skill activities (e.g. juggling, throwing, precision throwing)
  - technical/artistic activities (e.g. floor gymnastics, rhythmic gymnastics)
- have access to various resources (e.g. posters, multimedia technology)
- exhibit ethical behaviour and apply the safety rules required by the situation
- learn the subject-specific vocabulary so they can use it to communicate
- describe their experiences and identify what they have learned

#### **Among other things, the situations chosen should enable Secondary IV and V students to:**

- consolidate the techniques developed and, if applicable, learn new techniques depending on the variety of physical activities they practise
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary IV and V indicated in the table on the development of the competency in the Physical Education and Health program)

## Performs movement skills in different physical activity settings

5

### *Advanced competency development*

Judiciously selects movement skills in keeping with the types of physical activities carried out.

4

### *Thorough competency development*

Plans, in an appropriate manner, his/her movement skills and sequences in accordance with the requirements and constraints associated with the types of physical activities involved, and justifies his/her choices. Performs movement skills and sequences consistently and accurately, adjusting direction and pace to the intended outcome. Uses techniques suited to the types of physical activities involved. Evaluates his/her process and explains the adjustments made.

3

### *Acceptable competency development*

Plans his/her movement sequences by using, when needed, resources suggested by the teacher (posters, documents, tables and the Internet). Performs sequences smoothly and combines movement skills in accordance with the types of physical activities involved, and regains his/her balance, if necessary. Makes a summary evaluation of his/her choice of actions and performances, and makes adjustments. Identifies learning that can be transferred to other tasks or types of physical activities. Follows safety rules during physical activities.

2

### *Partial competency development*

With help, plans his/her movement sequences. Performs his/her movement skills and sequences with difficulty (e.g. leaves out one or more parts of the movement sequences or puts too much emphasis on one or more parts of the movement, thereby causing him/her to pause briefly, slow down and lose his/her synchronization). With help, identifies his/her successes and difficulties. Makes improvements when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Follows the simplest procedures in the execution of tasks and takes very few of the requirements and constraints into account. Performs movement skills with very little efficiency (e.g. superfluous movements, frequent pauses, loss of control or lack of synchronization). Makes changes to the order of movement skills during performances.

## PHYSICAL EDUCATION AND HEALTH

### Competency 2: Interacts with others in different physical activity settings

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- progressively take into account the constraints and requirements involved in carrying out various types of physical activities
- practise at least three of the following types of physical activities:
  - cooperative activities (e.g. acrogym, group performances)
  - combat activities (e.g. wrestling, judo)
  - duelling activities (e.g. badminton, tennis)
  - group activities in a common space (e.g. kin-ball, soccer) or in a separate space (e.g. volleyball, sepak takraw)
- cooperate with one or more of their peers (partners or opponents)
- have access to various resources (e.g. posters, multimedia technology)
- exhibit ethical behaviour and apply the safety rules required by the situation
- learn the subject-specific vocabulary so they can use it to communicate
- describe their experiences and identify what they have learned

#### **Among other things, the situations chosen should enable Secondary IV and V students to:**

- develop, implement and adjust a plan of action that takes into account the requirements of the situation and the goal in question
- demonstrate control when applying the principles of communication and synchronization as well as action rules (action rules are selected by the teacher according to the proportions suggested in the Physical Education and Health program)
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary IV and V indicated in the table on the development of the competency in the Physical Education and Health program)

## Interacts with others in different physical activity settings

5

### *Advanced competency development*

Makes adjustments to the plan of action by responding to problems as they arise during an activity.

4

### *Thorough competency development*

Cooperates in developing a plan of action while taking into consideration the strengths and difficulties of his/her partner(s) and opponent(s) and justifies the strategies he/she has chosen. Carries out a variety of actions efficiently to play various roles assigned in the plan of action (e.g. offensive, defensive, supporting or acrobatic roles). Makes sure his/her actions are synchronized with those of his/her partner(s) or with the object, depending on the situation. When the situation warrants it, or when the time is right, sends clear messages to his/her partner(s) or misleading messages to his/her opponent(s). Evaluates his/her process and explains the adjustments made.

3

### *Acceptable competency development*

Cooperates in developing a plan of action by using, when needed, resources suggested by the teacher. Performs offensive, defensive and cooperative movement skills in playing the role assigned in the plan of action. When the situation warrants it, sends messages to his/her partner(s). Makes a summary evaluation of the plan, the level of cooperation and the performances, and then makes adjustments. Identifies learning that can be transferred to other tasks or types of physical activities. Follows safety rules during physical activities and adopts positive attitudes (e.g. fair play, helping others, perseverance).

2

### *Partial competency development*

With help from the teacher, sporadically cooperates in developing the plan of action. With some difficulty, applies strategies set out in the plan of action by performing a few offensive, defensive or cooperative actions called for by the situation. With help, identifies his/her successes and difficulties. Makes improvements when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Performs offensive, defensive or cooperative actions that are not very effective (e.g. proceeds with little consideration for the plan of action, demonstrates very little understanding of the action rules or the principles of communication and synchronization).

## PHYSICAL EDUCATION AND HEALTH

### Competency 3: Adopts a healthy, active lifestyle

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. Throughout the cycle, the teacher presents students with a variety of learning and evaluation situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency*.

Two scales have been developed for the Secondary Cycle Two Physical Education and Health program to reflect the characteristics of students: one for Secondary III and the other for Secondary IV and V.

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

- make critical use of various sources of information that educate them on the effects of their lifestyle habits on their health and well-being
- exhibit ethical behaviour and apply the safety rules required by the situation
- use various time management tools, and tools for compiling information and reflecting on what they have done
- learn the subject-specific vocabulary so they can use it to communicate

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

- develop and implement a plan designed to maintain or improve some of their healthy and active lifestyle habits and their fitness level
- reevaluate their healthy and active lifestyle habits and their fitness level at key moments in order to adjust their plan accordingly
- demonstrate their competency in performing increasingly difficult tasks (see the characteristics specific to Secondary IV and V indicated in the table on the development of the competency in the Physical Education and Health program)

## Adopts a healthy, active lifestyle

5

### *Advanced competency development*

Supplements his/her explanations by using additional elements drawn from various sources of information. Analyzes the medium- and long-term impact of his/her lifestyle choices on personal health and well-being.

4

### *Thorough competency development*

Justifies his/her choice of lifestyle habits. Drawing on a variety of sources of information, develops a plan and uses various methods to improve or maintain his/her lifestyle habits. Uses results and relevant records to demonstrate his/her adoption of a healthy and active lifestyle. Explains any adjustments he/she made to attain the objectives. Takes stock of his/her overall process and identifies new challenges to be met.

3

### *Acceptable competency development*

Makes distinctions between his/her healthy and unhealthy lifestyle habits and explains their effects on his/her health. Sets realistic objectives to improve or maintain lifestyle habits. Develops and implements a plan to meet the objectives by using, when needed, resources suggested by the teacher (e.g. posters, tables, multimedia technology). Makes a summary evaluation of his/her plan of action, his/her results and the extent to which he/she has attained the objectives. Identifies possible solutions and makes adjustments. Identifies learning that could be carried over to activities related to the competencies *Performs* and *Interacts*.

2

### *Partial competency development*

With help, sets objectives to improve or maintain lifestyle habits. Carries out some actions to attain the objectives, but some of these actions are not very appropriate or are largely beyond his/her capacities. Makes adjustments when solutions are suggested.

1

### *Minimal competency development*

Partially carries out the process, but requires constant help. Takes few steps toward improving or maintaining lifestyle habits and does not keep records of the efforts made.

