CASP EDUCATION PROGRAM

A COMPETENCY-BASED APPROACH TO SOCIAL PARTICIPATION

Guide to the Evaluation of Learning

CASP-I Education Program

Québec

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General Introduction

The *Guide to the Evaluation of Learning* for the CASP-I Education Program: A Competency-Based Approach to Social Participation is designed to help teachers with the task of evaluating program competencies and conveying information to parents of students with moderate to severe intellectual disabilities. It is also intended for other members of the school community who are involved in the evaluation process, such as school principals, education consultants and non-teaching professionals. It is consistent with the Policy on the Evaluation of Learning,[1] adopted in 2003, and other ministerial frameworks, including the Policy on Special Education,[2] the principles of which have been adapted to suit the CASP-I Education Program.

Part I of this guide is designed to promote a shared view of evaluation among teachers and other members of the school community. The first section presents the program evaluation guidelines, along with the main function of evaluation and the principles applicable to the evaluation of competencies and learning. It ends with a review of the steps in the evaluation process. The second section focuses on the scales of competency levels, which are designed to provide teachers with a shared point of reference on which to situate their students' learning. The components of the scales are described, and instructions are given for their use. The third section addresses communication with parents (the report card and end-of-term results) and the use of other communication instruments. The scales for the program's five competencies are presented in Part II, preceded by a short introduction containing additional clarifications.

This guide does not give a detailed description of how to evaluate learning. Instead, it presents guidelines on which the school community can base its choices when deciding on or reviewing its own evaluation standards and methods. The scales of competency levels and sample report card presented in the guide must be used to assess the students' competency development.

1. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec, 2003).
2. Québec, Ministère de l'Éducation, *Adapting Our Schools to the Needs of All Students: Policy on Special Education* (Québec, 1999).

PART I

A Shared Vision of the Evaluation of Learning

Guidelines

For the sake of consistency, the evaluation of learning must be adjusted to the guidelines set out in the CASP-I Education Program. In this regard, evaluation must support learning, and must focus on the program's target competencies. The means required to ensure that educational and administrative decisions concerning the student's progress are appropriate, and that evaluation is both rigorous and transparent, have therefore been put into place.

Evaluation that supports learning

For the CASP-I Education Program, evaluation should be a lever for learning and should play a role in the students' overall development, regardless of their special needs. The function of evaluation is therefore to promote learning, and its focus should be to help students develop their competencies and acquire knowledge. To fulfill this function, evaluation must be built into the teaching process to help regulate it; in other words, it should allow students to adjust their learning and teachers to adjust their pedagogical actions. Adjustments may be applied to different elements and be made at different times, but they play a particularly important role during learning activities. Students should receive plenty of feedback on specific aspects of their learning.

To best support learning, student progress should be communicated to parents and students in a way that allows for appropriate pedagogical intervention. A number of means may be used, including the report card. Parents will be better able to monitor their child's progress if they receive clear information communicated in a variety of ways.

Evaluation targets consistent with the program

The main targets for evaluation are the competencies on which the CASP-I Education Program is based. To evaluate the competencies, teachers can use learning and evaluation situations based on the life areas and involving one or more tasks. These situations should be designed to achieve goals that are known to the students, and should encourage students to exercise one or more of their competencies. The tasks should be similar or identical to tasks the students would perform in real life. The situations should also provide opportunities for students to participate in community life, in a variety of contexts. This not only serves to motivate the students, but it also gives them opportunities to transfer learning. The tasks are characterized as complex, because they generally call on the three features of a competency and require students to use a set of resources. They lead to a process or production, which may vary from one student to the next and must be evaluated using specific criteria. A production may be tangible or intangible (e.g. a sequence of movements, a conversation, a decision or an interactional process).

Although the main focus is on competency evaluation, knowledge of the learning elements of each subject must also be assessed, since it is an essential part of competency development. The assessment of knowledge, skills, strategies, processes and techniques has its place in the evaluation process. All these learning elements can be taught through learning and evaluation situations to give meaning to the learning, or through an out-of-context learning situation, where necessary. Evaluation may focus on the learning elements if, for example, teachers need more information to adjust their plans and pedagogical actions. It may take the form of verbal questions, observations or progressively more difficult exercises.

A rigorous but flexible evaluation process

When assessing the students' progress in competency development and knowledge acquisition, teachers must use the program as their basis and make sure any judgments they make are part of the evaluation process. This will ensure that the action they take is credible. The evaluation process is divided into the following stages: planning, information gathering and interpretation, judgment, and decision/action.

Although the evaluation process is composed of a series of stages, it is flexible and iterative in that teachers may repeat one or more of the stages if they wish, before continuing with the others. In addition, it is not necessary to perform all the stages in chronological order for every evaluation. For example, in informal assessments, the interpretation and judgment stages may be completed at the same time. Figure 1 shows the evaluation process, including communication with the various individuals concerned. The characteristics of each stage are described on the following pages.

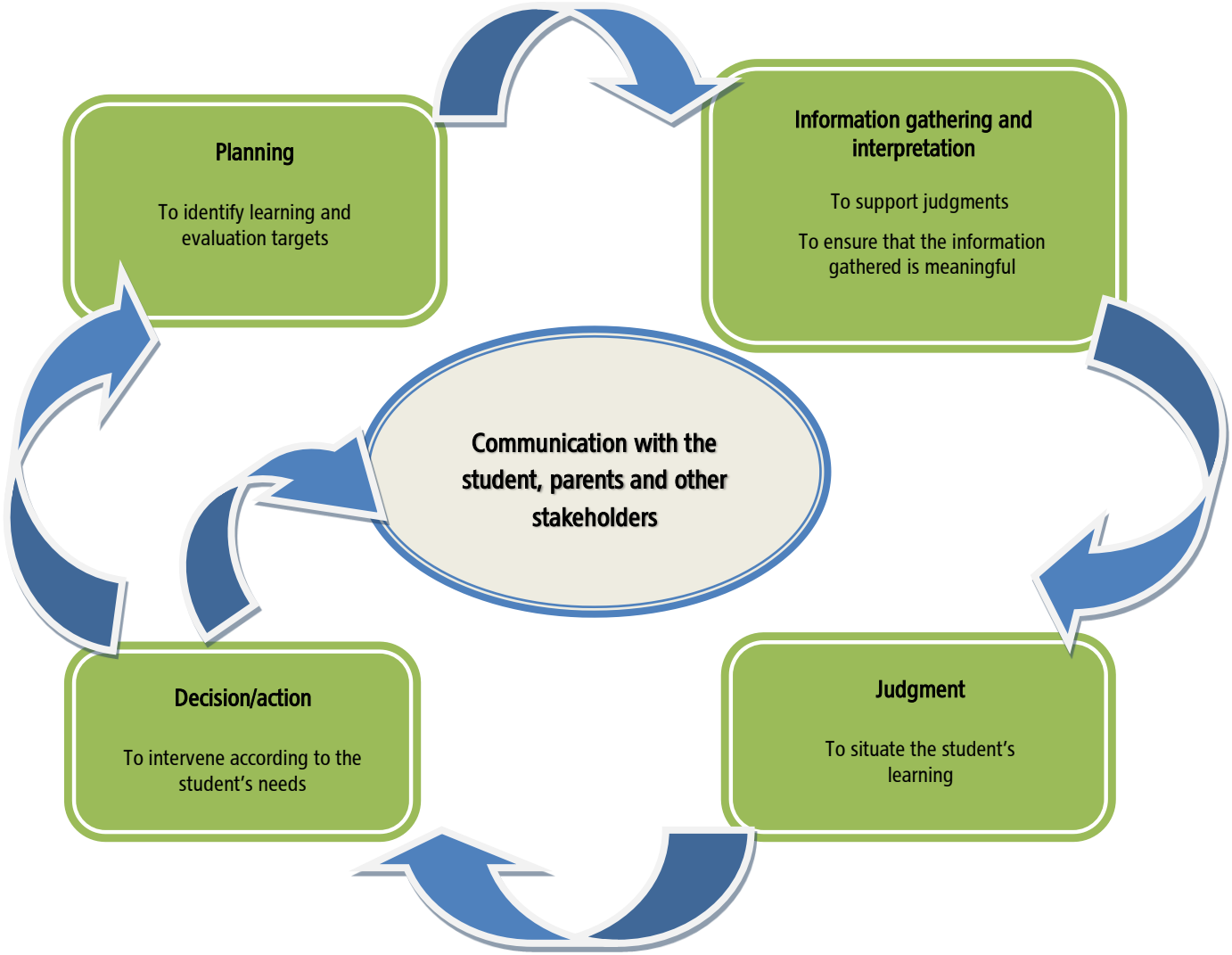


FIGURE 1 – The Evaluation Process

Planning

Planning involves choosing appropriate evaluation methods in keeping with the CASP-I Education Program. The first step is to identify the targeted learning elements and competencies that will be evaluated. Times must then be scheduled for information gathering and interpretation, judgments and decisions or actions. The instruments that will be used at each stage must also be selected. During the planning process, the various school stakeholders must work together to ensure not only that they share the same aims, but also that their teaching and evaluation activities are consistent.

Information gathering and interpretation

At this stage, enough useful information must be gathered to support a judgment. The student's most relevant work should be kept on file, and the teacher should also observe and take notes as the student learns, so that information is available when needed. The main instruments used at this stage are the teacher's logbook and the student portfolios. However, other instruments may also be used as needed.

Teachers should give priority to observation as an evaluation method. It is an essential and effective instrument for competency evaluation and is particularly useful for identifying any difficulties the students may have.

Information may also be gathered informally. Often, during regular classroom activities, teachers can obtain the information they need to intervene effectively simply by observing and questioning their students. This type of spontaneous, informal evaluation allows teachers to provide information quickly, so that students can complete their tasks or improve what they are doing. It also allows teachers to adjust their teaching methods immediately, where necessary.

Although informal evaluation can be useful, information must also be gathered formally, using instruments such as rubrics and checklists of observable behaviour developed from the program's competency evaluation criteria. Instruments that will be used to evaluate the same competency should be constructed so as to be usable in different situations, creating a stable structure conducive to dialogue between the school stakeholders.

Before issuing report cards, or at appropriate times during the school year, the information gathered must be interpreted so that the teacher is able to make a judgment on the student's progress. This involves examining the notes taken during observations over a specific period. By considering information gathered in different contexts, the teacher is also able to identify the student's strengths and any aspects that must be improved.

Judgment

Judgment consists in situating the student's progress with respect to a point of reference, and involves drawing a conclusion on the learning acquired based on the information gathered, with due consideration for factors such as the time and resources available to the student and the help provided. The scales of competency levels presented in the next section will serve as references for teachers when they make judgments on their students' competencies.

Decision/action

Once the judgment has been made, the teacher must decide on the actions that need to be taken. These actions will depend on the student's strengths and the aspects that require improvement. Future learning and evaluation goals are then planned, times are set for information gathering and interpretation, judgment and decisions/actions, and appropriate instruments are selected for each step.

Communication

Decision/action always leads to communication, because information is an integral part of the evaluation process. Information on the student's learning is communicated to the student, his/her parents and, if required, other stakeholders, through the report card or other means such as the student's portfolio, checklists, marked assignments with comments or the agenda.

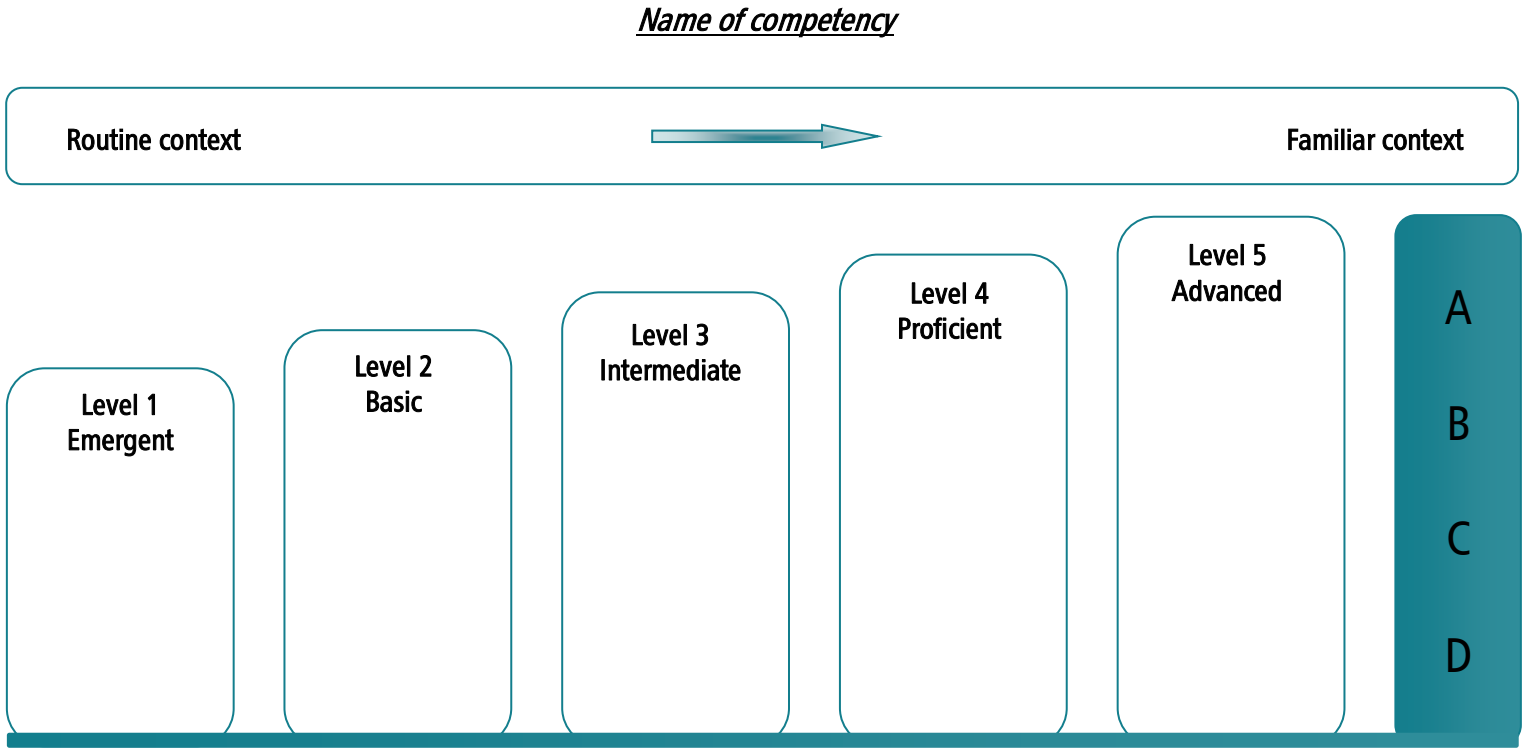
Instruments for Interpreting Information: The Scales of Competency Levels

In the CASP-I Education Program, the aim of evaluation is to provide students with the support they need to develop the program competencies. However, the task of monitoring a student's progress over a single year, let alone several years, can be difficult if teachers do not have access to competency development guidelines. The scales of competency levels are therefore designed to help teachers by providing common points of reference for evaluating the five program competencies. The scales can be used to interpret the information gathered, make an overall judgment of the student's learning and situate competency development. By using the scales periodically, teachers can decide whether or not to adjust their teaching, and can also set realistic targets for their students. Basically, the scales are learning support tools.

The scales were prepared by specialists from the fields of intellectual disability, measurement and evaluation, and were validated by teachers at different stages of the production process. They are therefore the result of a collaborative effort, and represent many of the important elements in the CASP-I Education Program.

Scale structure

The scales for each competency all have the same structure. They include contexts (routine and familiar) in which students are placed in order to demonstrate their competency. Each competency is divided into five levels, ranging from "Emergent" to "Advanced" and corresponding to the main stages of competency development. A four-point scale (A, B, C and D) used to grade the degree of support given to the student by an adult is also associated with each level, and is used to show the progress made within each level. Figure 2 illustrates the scale.



Degree of support provided by an adult (applicable to each level)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

FIGURE 2 – The Structure of the Scale of Competency Levels

Contexts

The term "context" refers to all the conditions that students encounter when developing their competencies and acquiring the learning elements. These conditions include a number of variables, but those most likely to influence students' actions are the people they meet and the physical environment in which they are placed. These two elements are therefore the variables that have been chosen to identify the contexts in which the students will be placed in order to demonstrate their competencies. These contexts are referred to as "routine" and "familiar."

At school, students interact with a number of people. In some cases, they will know these people because they meet them on a regular basis (e.g. teachers, special education technicians). In other cases, they will not know the people well because they have fewer opportunities to interact with them (e.g. janitor, nurse, parent volunteer, trainee). In some cases, they will not know the people at all (e.g. firefighter, dental hygienist) because these people rarely come to school.

The term "physical environment" includes both place and layout. At school, students frequent a number of different locations. Some of these locations are familiar, since students visit them every day and the layout remains unchanged (e.g. classroom, schoolyard). Others, however, are less familiar because students visit them only occasionally (e.g. library, music room). In addition, a place with which the students are familiar may seem different if the layout is changed; for example, the cafeteria may be reorganized for a special occasion, with a new arrangement of tables, background music and a display of posters produced by the students.

Routine and familiar contexts should be preferred in the evaluation process.

A **context is "routine"** when the conditions in which students are placed are identical to those encountered by them on a daily basis at school. The students exercise their competency in a routine context when they **know** the people with whom they interact **and** the physical environment in which those interactions take place.

A **context is "familiar"** when the conditions in which students are placed are similar to those they encounter on a daily basis at school. The students exercise their competency in a familiar context if they are **less accustomed** to the people with whom they interact **or** the physical environment in which those interactions take place.

Generally speaking, students who have reached levels 1 and 2 are able to exercise their competencies in routine contexts, although some may also manage to do so in familiar contexts. As the students develop their competencies, they become increasingly able to exercise them in familiar contexts, hence the importance of providing regular opportunities to do so in order to foster transfers of learning and enhance their participation in society. It is for this reason that the contexts are included in the scales of competency levels.

Competency levels

The scale for each competency is divided into five levels representing the main stages of competency development. Each level is defined by the most significant behaviours indicative of competency acquisition and typically demonstrated by students who have achieved that level. The level descriptions, in paragraph format, are worded positively, and present the actions the students are able to perform. They are based on the evaluation criteria. The descriptions should not be regarded as exhaustive checklists of elements; on the contrary, what they offer is an overall representation of competency level. Each description forms a coherent whole. Isolating a statement and comparing it to a lower or higher level would distort its meaning. The scales are complementary to the program and can be used as points of reference when preparing rubrics.

Acquisition of elements from lower levels is implicit in the description of higher levels.

The scales provide a series of milestones along which a student's competency development can be situated throughout his or her education. However, the learning process is ongoing and specific to each individual, meaning that the competency levels should not be associated with the student's chronological age. No two students will have exactly the same competencies, nor will they develop their competencies in precisely the same way.

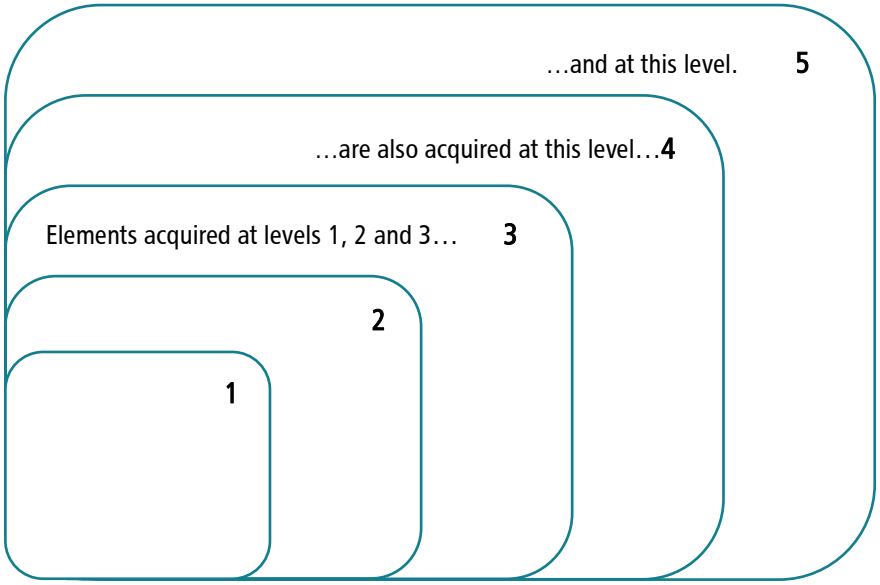


FIGURE 3 – The Inclusive Nature of the Scales

Degree of support provided by an adult

To demonstrate a competency, students must use appropriate resources for the task at hand. To become more independent, they must learn to use what they know and what they can do on their own, without adult support. Generally speaking, support is reduced gradually and ceases completely when a student is ready to act alone. A scale providing information on this progress is therefore included in each level.

Moving from one level to the next is not the only way in which students are able to demonstrate progress in competency development. Progress can also be achieved within the levels, as students require less adult help to complete a given task.

Each level contains a four-point scale showing the degree of support provided by an adult.

Degree of support provided by an adult

A – No support from an adult
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

In other words, support is "occasional" if given only once in a while, "frequent" if given several times, and "constant" if the student is unable to perform a task without ongoing help from an adult.

The support given by adults to help a student perform tasks in different contexts may take a variety of forms. For example, depending on each student's specific needs, an adult may help to begin, continue or complete a task by providing:

- *physical support*: offering physical assistance (e.g. holding the student's hand or initiating a gesture)
- *visual support*: presenting a visual stimulus (e.g. showing objects, images, photographs, pictograms, flash cards, procedures or checklists)
- *gestural support*: making gestures or movements (e.g. pointing in a specific direction, using body language, adopting a facial expression)
- *verbal support*: talking to the student (e.g. asking questions, giving additional instructions, pronouncing words or parts of words, giving clues)

At all times, and regardless of their competency level, students may use personalized tools to help them exercise their competencies (e.g. a checklist, poster, list of words, calculator, etc.). In addition, students who have personalized tools such as oral and written communication aids, assistive technology, a tablet or a digital audio player may use them at any time. This is not considered to be "adult support."

The four-point scale (A, B, C, D) is used to indicate the degree of support given by an adult, and applies to each competency level. As students develop a competency and reach levels 4 and 5 of the scale, the degree of support provided should go down. However, given the wide differences in abilities, the rate of progress within each level will vary among students, and not all students will necessarily attain all four points at each level, as shown in the following examples:

- A student remains at point D in level 2 for some time, and then achieves a sudden breakthrough and moves directly to point B.
- A level 1 student progresses steadily through all four points.
- Two students reach level 4; one of them needs occasional support from an adult in order to exercise the competency (point B), while the other requires constant support (point D).

Using the scales

The scales of competency levels are designed as references that teachers may use when making a judgment on a student's competency development progress, for example, before producing a report card or at other strategic times in the school year. Teachers consider the information they have gathered in order to judge the student's competency and associate it with a competency level. The judgment should be general in nature, since the scales are not designed to be used analytically. A point-by-point correspondence between the information gathered and the statements in the

scale is not desirable. Once the student's competency level has been established, the teacher makes a judgment on the degree of support required by the student to perform the tasks.

The student's competency level and the degree of support required are communicated to parents through the report card. Information on the report card can be found in the next section of the guide. The scales can also serve as a means of communication between the school's teachers, to help them coordinate their planning. Also, if a student changes schools, his or her new teachers can use the information provided in the scales of competency levels to ensure continuity by taking prior achievements into consideration.

During planning, teachers use the CASP-I Education Program itself, and not the scales, to identify the elements they will use for competency development and assessment of progress (key features, evaluation criteria, learning elements for each subject). The scales provide information for teachers on the level of complexity of the tasks that students should be asked to perform, depending on their competency level.

The scales of competency levels can also be used as a communication tool at parent-teacher meetings. For example, teachers can explain and illustrate aspects of a student's competency using anecdotal information that will enable the parents to understand the progress made. All information given to parents should be worded in positive terms.

Communication With Parents

To ensure ongoing cooperation between parents and the school, parents must be informed of the child's progress in developing the competencies and acquiring the knowledge set out in the CASP-I Education Program. Communication may be official and in the form of report cards, which provide a general picture of the student's learning. However, additional forms of communication are also required to provide the information parents will need to help their child succeed.

The report card

The school report card is important because it provides parents with official information on their child's learning. Although an official document, the report card still acts as a learning aid since it allows school personnel and parents to monitor the child's progress and make decisions that will help him or her to progress.

The report card contains general information on the student along with results for each evaluated competency. Judgments are presented in the form of two grades—one for the student's competency level and the other for the degree of adult support required—for each competency that has been taught and evaluated. Each term, at least two competencies are graded on the report card. Over a two-year period, the report card shows at least two results for each competency. Every two years, as well as when a student completes elementary school or is streamed into another program, the report card for the last term of the school year shows the student's level of development and the degree of support required for all of the program competencies. The school itself decides which competencies will be evaluated during the other terms, when establishing its own specific standards and procedures for the evaluation of learning.

Additional space is provided in the report card for comments by the teacher explaining the student's competency development results. Teachers can choose elements from the scales of competency levels to illustrate the student's strengths and any aspects

that need improvement. They can also add information on the degree of support given to the student, the observation context, the resources used and any challenges encountered. Figure 4 shows how results and comments may be presented in the report card.

	Term 1		Term 2		Term 3	
Communicates	2	C			2	B
Comments Strength: Your child follows routine verbal instructions. Requires work: Taking part in short conversations with classmates.						
	Term 1		Term 2		Term 3	
Uses information					2	C
Comments Strength: Your child identifies relevant items of information from sources used frequently in the classroom (e.g. identifies lunchtime by looking at the daily timetable, identifies what day it is by looking at the class calendar). Adult support provided: Pointing to the timetable and calendar.						
	Term 1		Term 2		Term 3	
Interacts with others	3	B			3	B
Comments Strength: Your child makes contact with different people, including some with whom he/she is less familiar.						
	Term 1		Term 2		Term 3	
Acts methodically			3	D	3	D
Comments Strength: Your child follows some steps of a payment procedure, using visual references. Requires work: Asking for help when he/she is not able to start a procedure.						
	Term 1		Term 2		Term 3	
Acts in a safe manner			1	B	1	B
Comments Strength: Your child uses common objects carefully (e.g. pencil, paintbrush, glue).						

FIGURE 4 – Examples of Results and Comments in a Report Card

Additional space has been left in the report card for general comments by the teacher. These comments need not be based on a formal evaluation of competency, but could provide relevant information for parents on the child's life at school. For example, the teacher could write: "Your child seems to enjoy coming to school. He/she smiles and takes part in all the activities, and expresses satisfaction with his/her successes." A sample report card can be found in Appendix I.

Other means of communication

The *Basic school regulation for preschool, elementary and secondary education* allows but does not require schools to use means of communication other than the report card, depending on the competency development context. It is up to each school to choose which means to use, if any, and when to use them. However, regardless of when these other forms of communication are used, it is vital that any information given to parents and students is both structured and meaningful.

The student's portfolio and a summary sheet are examples of relevant means of communication that can be used to support the information given in the report card. The student's agenda and email can also be used to communicate with the family.

The portfolio used as a recording tool by the teacher can be an excellent means of communication with parents. It consists of an organized collection of the student's achievements to illustrate competency development (e.g. assignments, photos, videos). The learning elements evaluated for the different subjects may also be presented. The portfolio can take a variety of forms, and its content will vary according to each individual student. It will also include feedback from the teacher, allowing the parents to monitor their child's progress. Feedback can be in the form of comments from rubrics or other information noted by the teacher. The student's strengths and

any aspects requiring further work are shown. The portfolio can also mention the help that parents can give to ensure their child's success.

Some of the items that are included in the portfolio are chosen by the teacher only, while others are chosen with input from the student. The teacher can help the student with the task of choosing items by dividing them into categories (e.g. best work, hardest task, easiest task, the most fun task). In this way, the portfolio can be used to help develop self-determination, by encouraging students to make choices, consider their own work and, eventually, set goals for themselves.

In addition, schools may use a summary sheet setting out the student's strengths and areas for improvement. The summary sheet may include comments from teachers, highlighting the student's most important achievements or mentioning areas requiring work (e.g. knowledge, skills, strategies, procedures, techniques).

Although the portfolio or summary sheet can be sent to parents for information purposes, they can also be used at parent-teacher meetings, in the presence of the students, or when report cards are handed out.

It is important to remember that no single means of communication will provide parents with enough information on the range and complexity of their child's progress. It is often necessary to use a combination of different means.

PART II

The Scales of Competency Levels for the Program's Five Competencies

Scales of competency levels have been prepared for the CASP-I Education Program's five competencies:

- Communicates
- Uses information
- Interacts with others
- Acts methodically
- Acts in a safe manner

These scales are based on the program's evaluation criteria and take into account the characteristics of students with moderate to severe intellectual disabilities. To reconcile these two aspects, certain methodological choices have been made.

- Each level has a scale that reflects the student's growing independence in exercising the competency.

- In the competency level descriptions, all the evaluation criteria should be considered, except in cases where students are not yet able to demonstrate the behaviours associated with a given criterion. For example, in level 1 of the *Communicates* scale, the description does not include the criterion "Appropriateness of participation in conversations." Students who attain this level are able to understand and produce messages, to a certain extent, but cannot yet maintain even a short conversation. In the scales for the competencies *Uses information* and *Acts methodically*, criteria have been excluded from the descriptions of some levels, for the same reason.

- The scale for the competency *Communicates* has been designed using the same structure as the other scales, with one exception, namely that levels 3, 4 and 5 comprise two paragraphs (as opposed to one for the other competencies). The first paragraph of these three levels describes the behaviours exhibited by students who are able to understand and produce oral messages and take part in conversations, with or without assistive technology tools. The second paragraph describes the behaviours of students who can also understand and produce written messages. A student who attains the *Intermediate* level can therefore obtain a grade of 3 or 3+, depending on his or her skills. The same applies to the *Proficient* level (4 and 4+) and the *Advanced* level (5 and 5+). This structure has been used only for the *Communicates* scale. It is an adaptation of the original model, designed to ensure that the scale accurately reflects the progress of students who find it difficult to write or read but who nevertheless continue to improve their oral communication skills.

The scales presented in the following pages are the official points of reference that will serve as a basis for judgments on the students' level of competency development before the report card is produced. For each competency, the diagram from the CASP-I Education Program, showing the connections between key features and evaluation criteria, is reproduced as a reminder of the elements used to prepare the scales.

SCALE OF COMPETENCY LEVELS

Competency 1 - **Communicates**

Competency 1 – Communicates

Routine Contexts
The student demonstrates competency in a routine context when he/she **knows** the people who interact with him/her **and** the physical environment in which actions take place.

→

Familiar Contexts
The student demonstrates competency in a familiar context when he/she is **less accustomed** to the people who interact with him/her **or** to the physical environment in which actions take place.

Level 1 Emergent

The student mainly uses non-verbal language to demonstrate understanding or lack thereof. He/she looks at the interlocutor in order to communicate. He/she demonstrates understanding by following certain routine instructions, given one at a time. He/she expresses needs and feelings by means of syllables, gestures or sounds, but may not always be understood. The student uses objects to help himself/herself to communicate.

Level 2 Basic

The student demonstrates understanding by following routine instructions. He/she joins in short conversations, occasionally taking the subject of the conversation into account. The student expresses himself/herself using words, gestures and sentences, but may not always be understood. The student uses photographs, images or pictograms to help himself/herself to communicate.

Level 3 Intermediate

The student demonstrates understanding by following most verbal instructions. He/she occasionally starts short conversations, and reacts to remarks made by an interlocutor with whom he/she is familiar or less familiar. The student expresses himself/herself using words, gestures and sentences that others can understand.

Level 3+
In addition, he/she spontaneously recognizes words and numbers that are meaningful to him/her. The student notes or writes down words or numbers that are useful to him/her, or to other people.

Level 4 Proficient

The student starts and maintains short conversations with an interlocutor with whom he/she is familiar or less familiar, takes the subject of the conversation into account when interacting with the interlocutor, and generally uses the correct terms.

Level 4+
In addition, he/she understands the substance of short written messages composed mostly of familiar words or reacts appropriately to such messages. He/she writes short messages to communicate with other people.

Level 5 Advanced

The student starts and maintains conversations on a variety of subjects. He/she is able to adjust to the remarks made and to interlocutors with whom he/she is less familiar, and ends the conversation using appropriate gestures or words.

Level 5+
In addition, he/she understands the substance of written messages consisting of simple sentences and basic vocabulary words or reacts appropriately to such messages. He/she applies certain oral or written communication rules when sending messages.

A

B

C

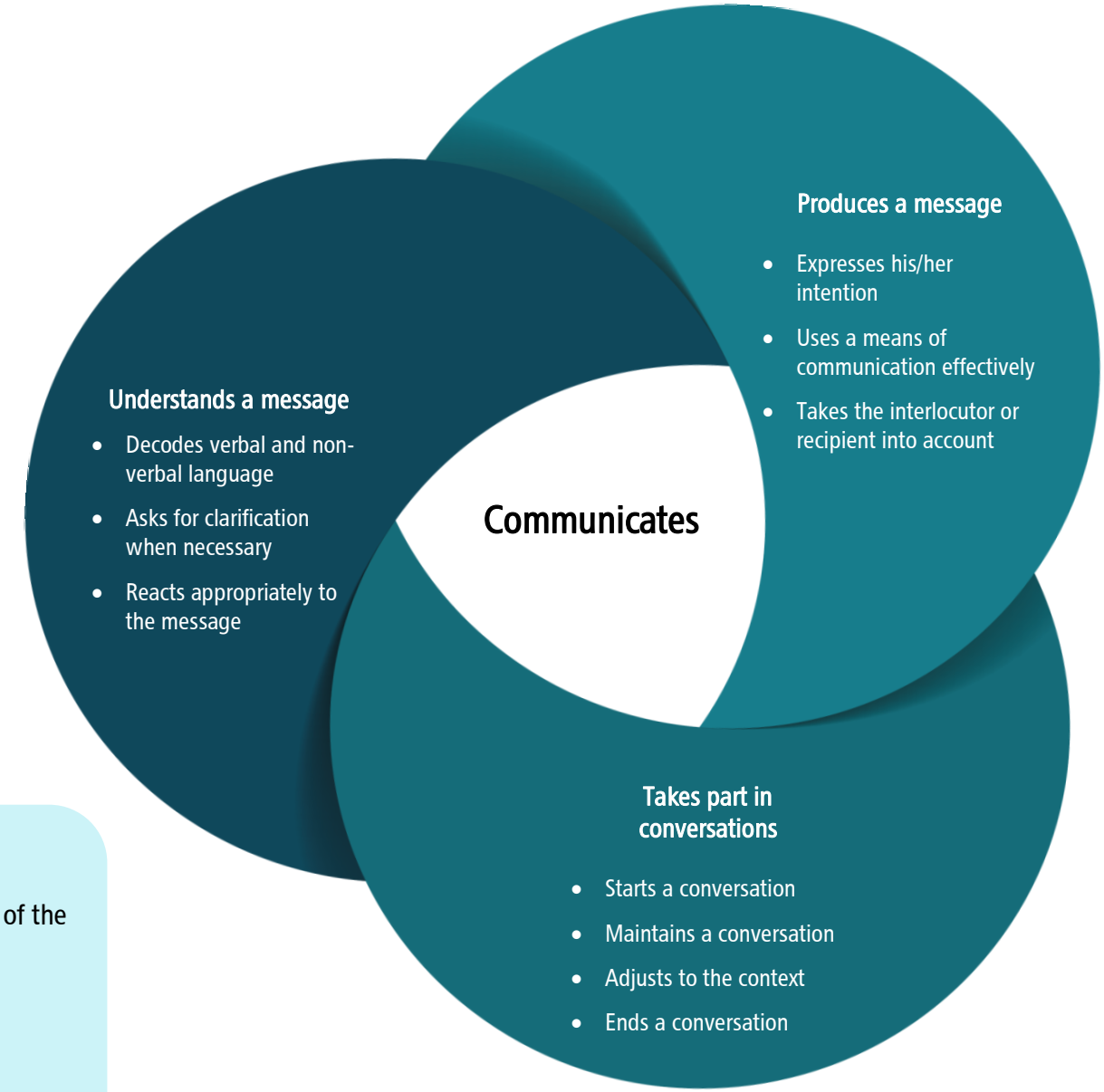
D

Degree of support provided by an adult (applicable to all levels)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

COMPETENCY 1 – Communicates

Key Features and Evaluation Criteria



Evaluation Criteria

- Demonstration of his/her understanding of the messages received
- Relevance and clarity of the messages produced
- Appropriateness of participation in conversations

SCALE OF COMPETENCY LEVELS

Competency 2 - **Uses information**

Competency 2 – Uses information

Routine Contexts
The student demonstrates competency in a routine context when he/she **knows** the people who interact with him/her **and** the physical environment in which actions take place.

→

Familiar Contexts
The student demonstrates competency in a familiar context when he/she is **less accustomed** to the people who interact with him/her **or** to the physical environment in which actions take place.

Level 1 Emergent

The student looks carefully at information sources presented by the adult, and is able to point to or name information sources that are often used in the classroom. The student occasionally identifies images, pictograms or symbols from these sources to answer a question asked by the adult.

Level 2 Basic

The student explores the information sources that have been provided by pointing to items of information or asking questions that demonstrate interest. The student identifies images, pictograms or symbols from these sources to answer a question asked by the adult.

Level 3 Intermediate

The student identifies the information source that will meet his/her need or answer his/her question from those that are available in the classroom or at school. He/she identifies relevant items of information from these sources. He/she consults an expert, if necessary. Occasionally, he/she takes action, reacts or makes a decision.

Level 4 Proficient

The student refers to the information sources that have been provided (e.g. non-fiction picture book, restaurant menu, advertising leaflet, website) and selects the source that can meet his/her need or answer his/her question. He/she selects the items of information that are relevant or of interest to him/her. Depending on the circumstances, he/she takes action, reacts or makes a decision.

Level 5 Advanced

The student selects, from a variety of information sources, the one that is most appropriate to the situation. He/she is easily able to choose relevant or interesting items of information. He/she seeks another information source or different information if the required items of information are not available, and adjusts his/her actions to the available information when necessary.

A

B

C

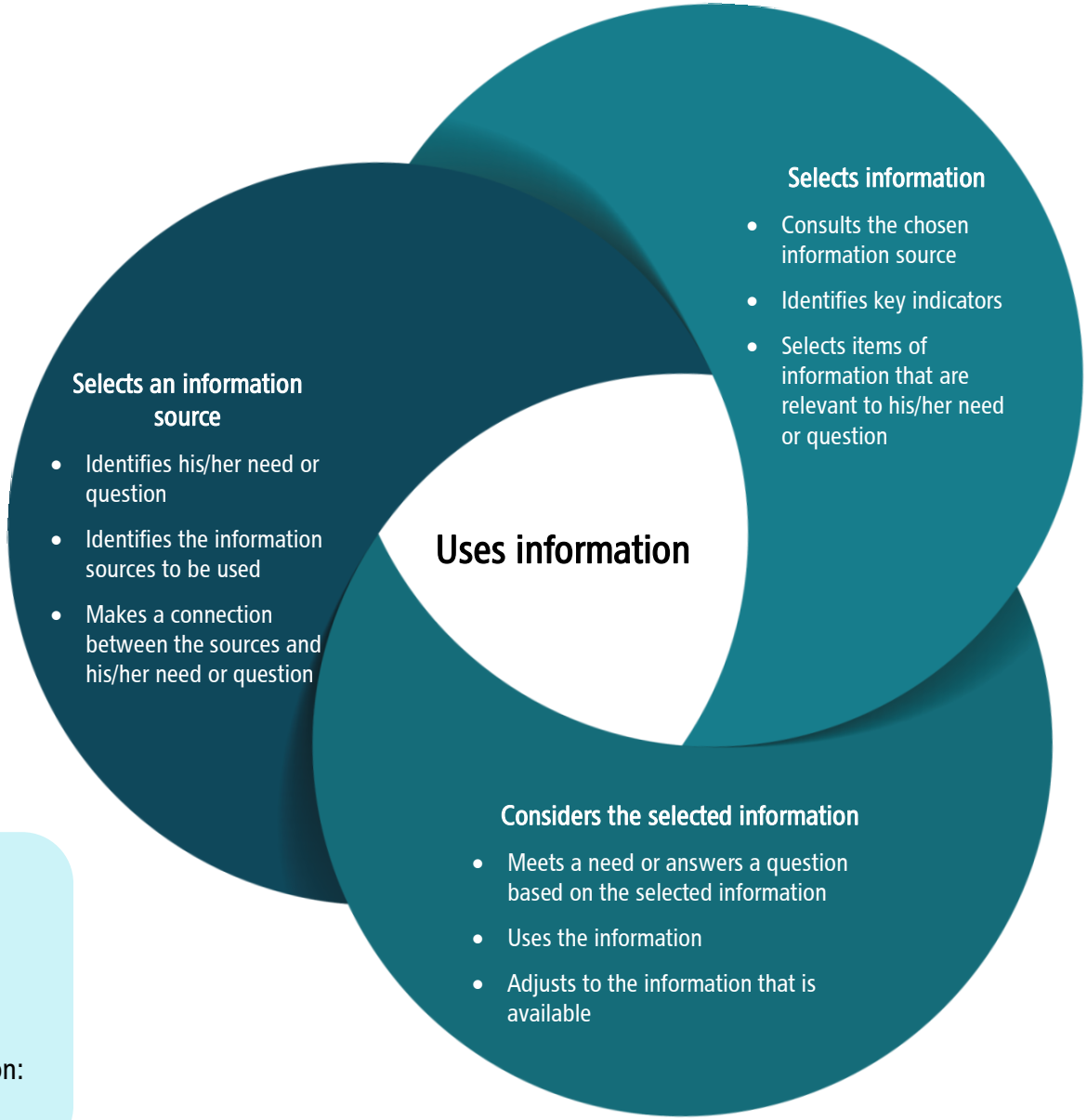
D

N. B. Information sources provide items of information that meet a need or answer a question. For example, the class timetable is an information source and the time at which the students eat lunch is an item of information.

Degree of support provided by an adult (applicable to all levels)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

COMPETENCY 2 – Uses information
Key Features and Evaluation Criteria



Evaluation Criteria

- Selection of an information source that is relevant to his/her need or question
- Selection of relevant items of information
- Consideration of relevant items of information: action, reaction or decision-making

SCALE OF COMPETENCY LEVELS

Competency 3 - **Interacts with others**

Competency 3 – Interacts with others

Routine Contexts
The student demonstrates competency in a routine context when he/she **knows** the people who interact with him/her **and** the physical environment in which actions take place.

→

Familiar Contexts
The student demonstrates competency in a familiar context when he/she is **less accustomed** to the people who interact with him/her **or** to the physical environment in which actions take place.

Level 1 Emergent

The student is interested in some group activities in the classroom. He/she shows interest in what other people say, and seeks out the presence of someone he/she knows. He/she reacts appropriately when called upon. He/she complies with basic social norms by being polite to others, repeating the words or reproducing the gestures he/she has learned. The student follows some classroom and school rules of conduct.

Level 2 Basic

The student pays attention to the instructions given for group activities or projects, and performs the tasks allocated to him/her. He/she is willing to work or play with another person, seeks opportunities to interact with adults or peers, and is willing to cease inappropriate behaviour when asked to do so by an adult or classmate.

Level 3 Intermediate

The student assumes responsibilities within a group, to the extent of his/her abilities. He/she expresses appreciation of others, develops friendly ties with certain classmates and uses words or gestures to show understanding of feelings expressed by others. He/she offers to help other people, and follows most classroom and school rules of conduct, as well as some social norms.

Level 4 Proficient

The student expresses his/her opinion of suggestions relating to group life, and listens to the opinions of others. He/she works with others on group activities or projects. He/she interacts with different people, shares feelings and reacts appropriately to other people's behaviours or reactions. He/she uses words or gestures to show understanding of the impact his/her actions have on other people.

Level 5 Advanced

The student shares ideas relating to group life and takes part in classroom or school life. He/she maintains friendly ties with classmates, and adjusts his/her reactions according to the situation. He/she follows most social norms.

A

B

C

D

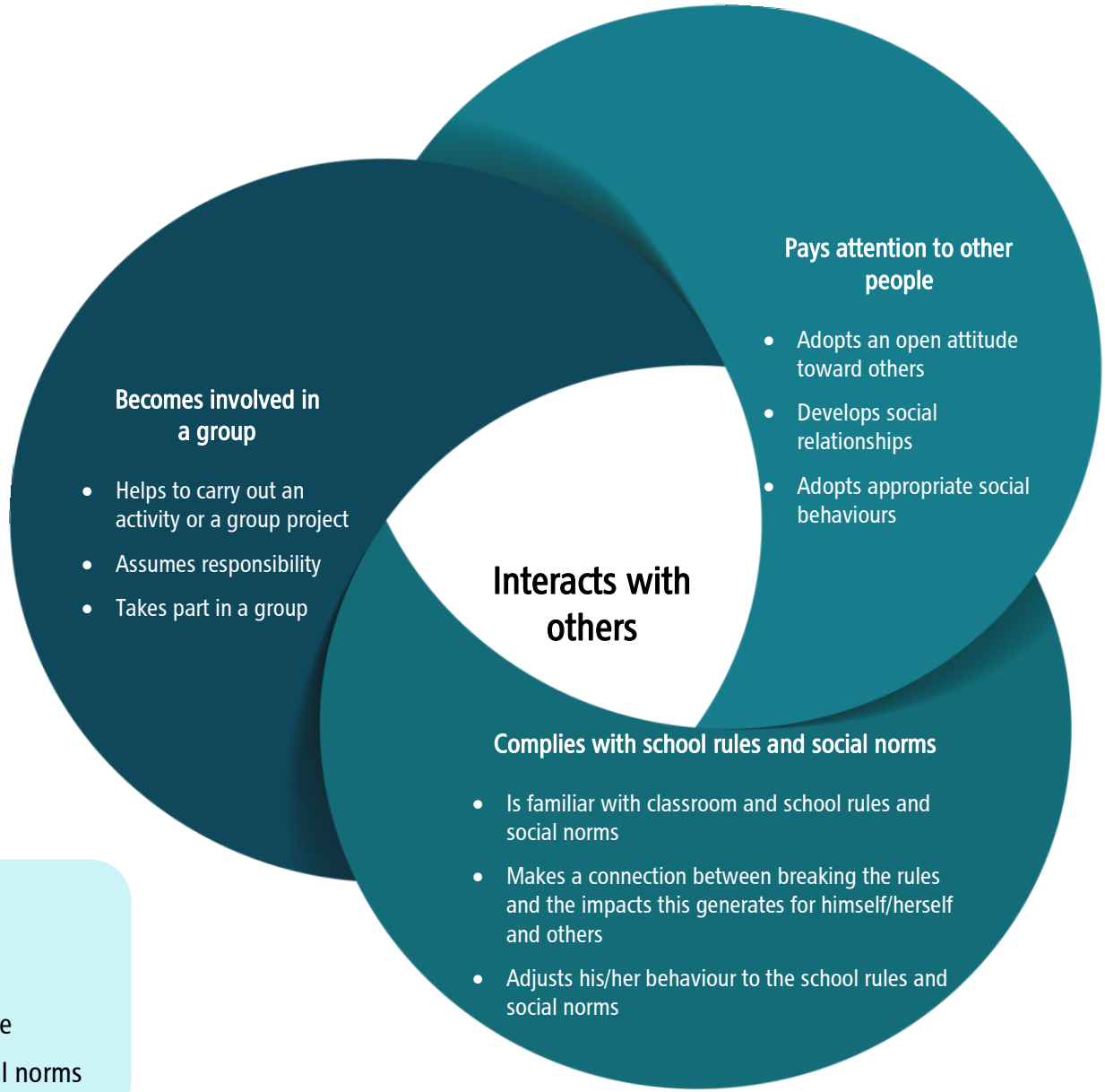
N. B. Classroom and school rules of conduct: Written rules that promote a better climate and help the students to understand what is forbidden and what is permitted in the classroom and at school.
Social norms: Behaviours considered suitable by a social group (e.g. courtesy, gestures of affection appropriate to a specific situation, respect for shared property).

Degree of support provided by an adult (applicable to all levels)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

COMPETENCY 3 – Interacts with others

Key Features and Evaluation Criteria



Evaluation Criteria

- Participation in group life
- Expression of an interest in other people
- Compliance with school rules and social norms

SCALE OF COMPETENCY LEVELS

Competency 4 - **Acts methodically**

Competency 4 – Acts methodically

Routine Contexts
The student demonstrates competency in a routine context when he/she **knows** the people who interact with him/her **and** the physical environment in which actions take place.

→

Familiar Contexts
The student demonstrates competency in a familiar context when he/she is **less accustomed** to the people who interact with him/her **or** to the physical environment in which actions take place.

Level 1 Emergent

The student follows some steps of routine procedures. He/she names or identifies some of the materials needed to perform the task, and uses the available materials as instructed. He/she uses the space identified by the adult to perform the task.

Level 2 Basic

The student follows routine procedures to perform tasks. He/she uses words or gestures to show understanding of the task, and, as instructed, gathers the materials needed to perform it. He/she looks at the instrument used to measure time (e.g. clock, timer), but does not manage his/her time.

Level 3 Intermediate

The student follows some steps of a complex procedure and asks for help to complete the procedure. He/she is able to name the purpose of a task, identify the appropriate procedure, and gather the materials required to perform it as instructed by an adult. Occasionally, he/she performs the task within the time allowed by the adult, using the instrument provided to situate himself/herself in time.

Level 4 Proficient

The student follows a complex procedure to perform tasks. He/she is able to name the main characteristics of the context within which the task is performed (the purpose, the recipient and the duration). He/she selects the materials, arranges them in a way that facilitates performance of the task, and performs the task within the time allowed by the adult, using an instrument to situate himself/herself in time. He/she asks for help when absolutely necessary.

Level 5 Advanced

The student completes tasks with ease, within an acceptable time, using an instrument to situate himself/herself in time, where necessary. He/she manages the materials efficiently, and adapts to the assigned or available space. He/she adjusts his/her actions in accordance with the materials or time available.

A

B

C

D

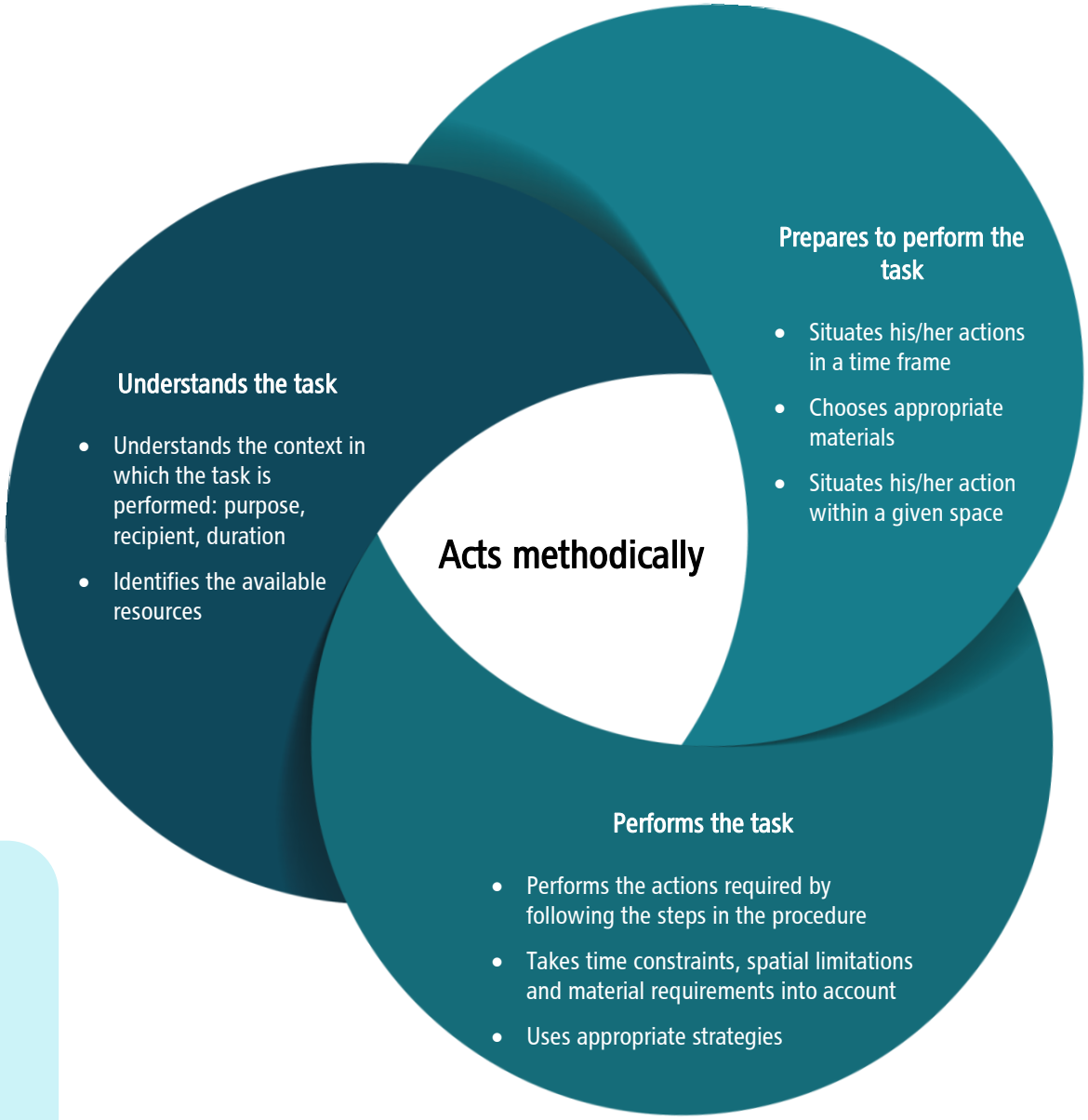
N. B. A procedure is **routine** if the steps are always the same for a given task and the student can apply them automatically (e.g. washing his/her hands at school, changing clothes before going to physical education class, using lip balm). A procedure is more **complex** if it requires the student to ask questions at certain steps, and to make choices. The student must use appropriate knowledge or strategies to adjust to different situations (e.g. paying for a snack, producing artwork for his/her parents, using email to send a message to a friend).

Degree of support provided by an adult (applicable to all levels)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

COMPETENCY 4 – Acts methodically

Key Features and Evaluation Criteria



Evaluation Criteria

- Adequate understanding of the task
- Proper preparation for performing the task
- Effective performance of the task

SCALE OF COMPETENCY LEVELS

Competency 5 - **Acts in a safe manner**

Competency 5 – Acts in a safe manner

Routine Contexts
The student demonstrates competency in a routine context when he/she **knows** the people who interact with him/her **and** the physical environment in which actions take place.

→

Familiar Contexts
The student demonstrates competency in a familiar context when he/she is **less accustomed** to the people who interact with him/her **or** to the physical environment in which actions take place.

Level 1 Emergent

The student uses common objects carefully, in accordance with the instructions given. He/she recognizes some signs of danger, and identifies significant people who are able to help in the presence of signs of danger.

Level 2 Basic

The student uses common objects carefully. He/she recognizes unsafe actions and pictograms associated with danger. He/she complies with safety rules when moving around inside the school, and complies with the safety rules applicable to the places he/she visits frequently.

Level 3 Intermediate

The student uses some common devices or technologies carefully, in accordance with the instructions given. He/she uses objects or products that may be dangerous, in compliance with the instructions given. He/she complies with the safety rules when moving around on school grounds, and is able to recognize unsafe situations and emergencies.

Level 4 Proficient

The student uses common devices, technologies and equipment carefully, and is able to recognize the consequences of unsafe behaviour and unsafe situations. He/she knows the strategies that may be helpful if he/she feels threatened or bullied, and knows the strategies or procedures to follow in the presence of signs of danger or in an emergency.

Level 5 Advanced

The student adopts a prudent attitude in carrying out common activities:

- by using objects, potentially dangerous products, equipment and devices appropriately
- by demonstrating safe behaviours that are adapted to a given place
- by avoiding placing himself/herself in unsafe situations

A

B

C

D

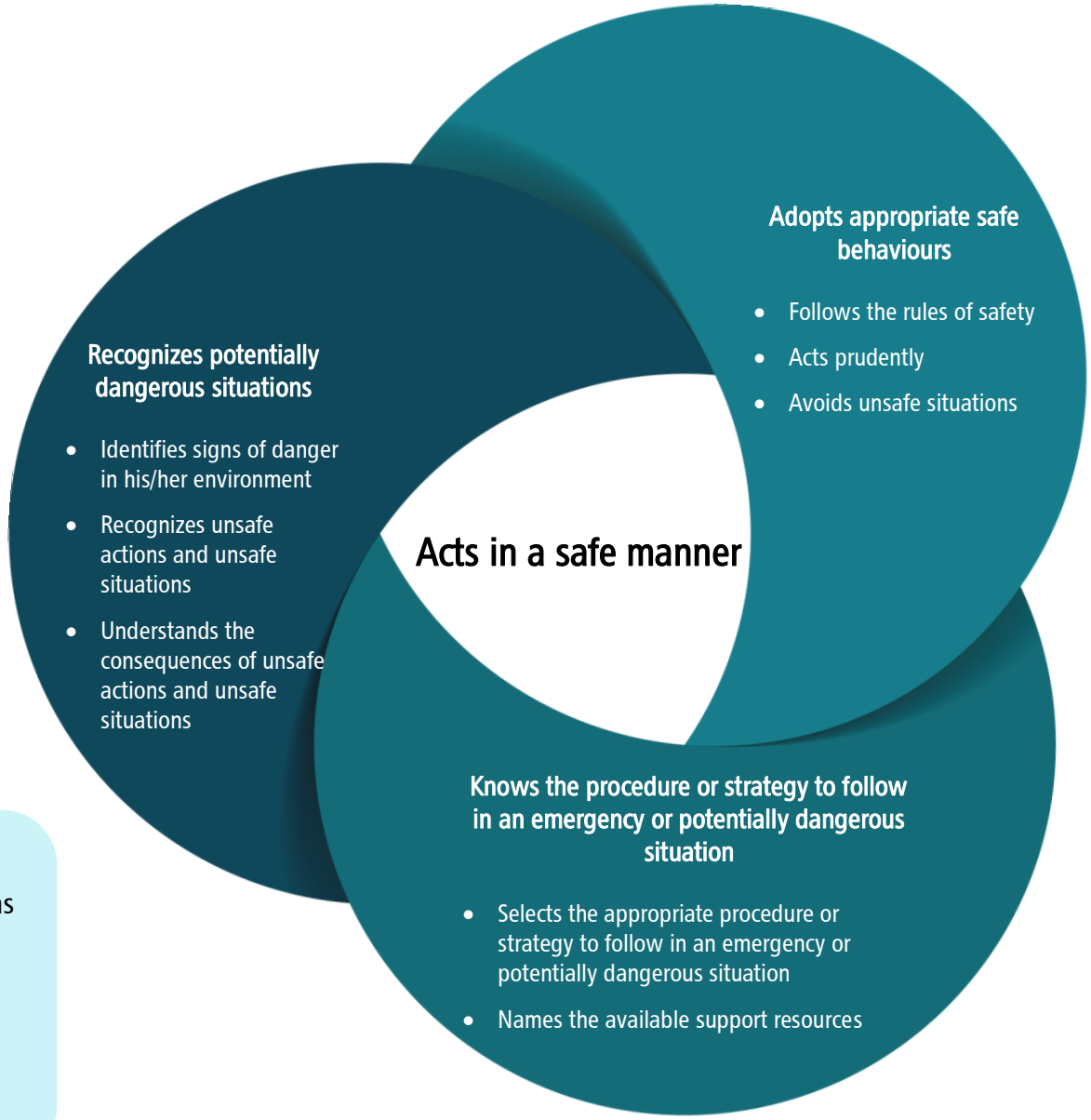
N. B. Sign of danger: A clear indication of something out of the ordinary that may signal danger (e.g. a hole in the street, an icy sidewalk, threatening behaviour, lightning, an unusual smell). **Unsafe action**: A movement of the body that may be risky or dangerous to oneself, another person, or property (e.g. pointing scissors at someone, eating glue, taking a dish from the oven without protection, pushing someone, throwing an electronic tablet onto the floor). **Unsafe situation**: Circumstances in which the student finds himself/herself that may pose a risk (e.g. following a stranger, leaving one's wallet on a bench, leaving school without permission, giving one's telephone number or address to a stranger, playing outside during a thunderstorm, crossing the street without looking both ways). **Emergency**: A situation that requires an immediate intervention (e.g. fire, accident, explosion, severe allergic reaction).

Degree of support provided by an adult (applicable to all levels)

Key: *A – No support from an adult*
B – Occasional support from an adult
C – Frequent support from an adult
D – Constant support from an adult

COMPETENCY 5 – Acts in a safe manner

Key Features and Evaluation Criteria



Evaluation Criteria

- Recognition of potentially dangerous situations
- Demonstration of safe behaviours
- Recognition of the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation

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APPENDIX I

Sample Report Card

REPORT CARD
CASP-I EDUCATION PROGRAM:
A Competency-Based Approach to Social Participation

20___- 20___ School Year

1. General Information

Name of school: Institution code: School principal: Signature: Teacher:	Address: Telephone (area code and no.): Fax (area code and no.):
Student's name: Permanent code: Date of birth: Age on September 30:	Report card recipient(s) (*Check*): Father ☐ Mother ☐ Legal Guardian ☐ Name: Address: Telephone (area code and no.): Fax (area code and no.): Other (area code and no.):

Term:
Start:
End:

Attendance			
Terms	1	2	3
Days absent			
School days			

2. Results

KEY			
Competency Level		Degree of Support Provided by an Adult	
5	Advanced	A	No support from an adult
4	Proficient	B	Occasional support from an adult
3	Intermediate	C	Frequent support from an adult
2	Basic	D	Constant support from an adult
1	Emergent		

	Term 1		Term 2		Term 3	
Communicates						
Observations						

	Term 1		Term 2		Term 3	
Uses information						
Observations						

	Term 1		Term 2		Term 3	
Interacts with people in his/her community						
Observations						

	Term 1		Term 2		Term 3	
Acts methodically						
Observations						

	Term 1		Term 2		Term 3	
Acts in a safe manner						
Observations						

Teacher's comments

Comments by parent(s) or guardian

education.gouv.qc.ca

Québec