

SCALES OF COMPETENCY LEVELS

Secondary School Education, Cycle One



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FOREWORD

This document is related to the *Reference Framework on the Evaluation of Learning in Secondary School*, which provides detailed answers to all of the questions associated with the evaluation of learning. A good understanding of the latter is essential in order to use the scales of competency levels properly. Moreover, the *Reference Framework* chapter that deals specifically with competency levels constitutes Part I of this document.

Please note that this document is a **preliminary version** of the scales of competency levels, since it presents a scale for one competency in each subject (except for English Language Arts and Music, each of which has scales for two competencies). This preliminary version is intended to help teachers of all subjects understand and use this new instrument. A comprehensive edition containing all the scales for Secondary Cycle One will be available in the fall of 2006.

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INTRODUCTION

As the *Reference Framework on the Evaluation of Learning* indicates, competencies cannot be evaluated without relying on one's judgment which can, in general, operate on two levels. At the first, more specific level, it is focused on the particular learning and evaluation situations that form the basis for evaluation. At the second level, it is exercised in a more comprehensive manner, taking into account a whole range of observations collected in different situations. Such is notably the case when it comes time to prepare a competency report. This document is concerned with the second level of judgment, that which seeks an overall view of a competency, and it introduces a tool to be used as a guideline in making end-of-cycle assessments: the scale of competency levels.

In secondary education, some of the decisions made on the basis of competency reports have major repercussions on the academic future of the students concerned. These include decisions on students' success and their promotion from one cycle to another, academic progress and the range of possible paths, and so on. It is important that the level of competency development indicated in the competency report be defined in a rigorous way. The scales of competency levels, based on the Québec Education Program, provide common points of reference intended to facilitate the preparation of competency reports by allowing teachers to characterize students' competencies at the end of a cycle (or at the end of a year, in Secondary Cycle Two), as provided for in the Basic school regulation:

30.1 The student's competency report must include:

(1) an indication of the level of development achieved by the student [...]. At the secondary level, the assessment of the level of development is based on the scales of competency levels established by the Minister for the programs of studies; [...]

A similar tool was prepared by the Ministère for use in elementary education in 2002, but the scales for secondary education differ in several respects. At the elementary level, the scales describe the major stages in the development of a competency as part of a continuum, since the main focus is on support for learning. They are not prescriptive. By periodically using the scales to determine each student's level of competency development, elementary school teachers can assess their students' academic progress. In secondary education, the scales describe different competency levels that students may have attained at the time the teacher prepares a competency report for the recognition of their competencies.

Part I of this document is designed to provide additional information on the nature of these instruments as well as on their development and use. The scales for all subjects are presented in Part II.

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. In the upper section of the scale, which can be associated with success in a given subject, three levels enable teachers to qualify the end-of-cycle assessments. The two lower levels enable teachers to recognize the competencies of students who are experiencing difficulties and to make appropriate decisions with regard to the continuation of their studies.

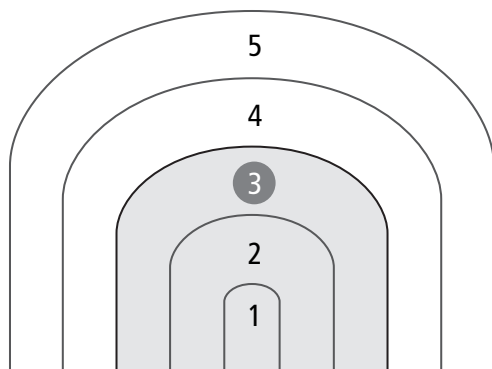
Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects.

Table 1
Outline of the Scale of Competency Levels

Level	Competency Development	Comprehensive End-of-Cycle Assessment
5	ADVANCED	Competency development is above the requirements.
4	THOROUGH	Competency development clearly meets the requirements.
3	ACCEPTABLE	Competency development partially meets the requirements.
2	PARTIAL	Competency development is below the requirements.
1	MINIMAL	Competency development is well below the requirements.

The content of each level is consistent with that of the Québec Education Program, but does not repeat 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 end-of-cycle assessment with respect to the student's level of competency development. 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.

In general, each level describes, in positive terms, 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. Moreover, as the following diagram shows, the levels are inclusive cumulative.



Cumulative nature of levels

At level 3, for example, the student's competency corresponds to the description of levels 1, 2 and 3, but does not sufficiently correspond to the description of level 4.

It should be noted that 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 within the scale 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.

2. DEVELOPMENT OF THE SCALES

To ensure the quality of the scales and greater uniformity in their application, the method used to develop them was designed to reflect a consensus within the community of teachers for each subject. As a result, teachers played an important role in formulating and validating the descriptions associated with the different competency levels. A Université de Montréal LABRIPROF team provided support throughout.

Small teams formulating development indicators

Groups of teachers (seven on average) were formed for each competency and assigned the task of formulating approximately 100 indicators (20 on average, per level). These indicators consist of statements describing observable actions carried out by students in the accomplishment of a complex task. They make it possible to determine whether students have attained a certain level of competency development by the end of a given cycle.

More teachers participating in each subject

The indicators were then integrated into questionnaires subsequently distributed to other teachers, who were asked to estimate the level of competency development required to perform the action described by each indicator. Over 1000 teachers from all subject areas answered these questionnaires. Table 1 shows some of the indicators that were included in the questionnaire for the competency *Performs musical works*.

Sample questionnaire: Music

COMPETENCY: PERFORMS MUSICAL WORKS					
At the end of Secondary Cycle One, a student who...	demonstrates a(n)...				
	advanced	thorough	acceptable	partial	minimal
	level of competency development				
identifies the notes on the score by counting the lines and spaces	5	4	3	2	1
detects wrong notes	5	4	3	2	1
leads a section of an ensemble	5	4	3	2	1

Analyzing responses

Different techniques were used to determine the indicators that best illustrated the various levels of competency development. Without going into the analyses in detail, let us simply point out that they were conducted with two objectives in mind, namely, to select the best possible indicators and to place them within one of the five levels of the scale. Given that we wanted to identify convergences within the teaching community, we retained only those indicators on which the respondents tended toward a consensus. Then it was a matter of determining where these indicators should be placed on the scale of competency development. In carrying out this task, we relied on the responses to the questionnaires as well as on the opinions of the teachers who were involved in formulating the indicators.

Writing the descriptions for the competency levels

Classified by level, the selected indicators constituted the basic information to be used in drafting the descriptions in the scale. It should be noted that the competency levels descriptions appear in the form of structured paragraphs, not as lists of behaviours. The following criteria were used as guidelines in writing:

- the description for each competency level had to be consistent with the indicators selected for that level
- the competency levels had to be consistent with the Québec Education Program
- the information had to be organized logically
- the descriptions had to be clearly formulated
- the different levels had to be clearly distinguished from one another

Validating descriptions for the competency levels

After the descriptions for the different competency levels were written, the scales were submitted for feedback to experts and seasoned practitioners, particularly those who had been on the committees involved in formulating the indicators. This validation process is ongoing and will be expanded over the course of the year, with the publication of a comprehensive document presenting the scales for all the subject-specific competencies for Secondary Cycle One.

3. USE OF THE SCALES

The scales provide reference points that teachers can use as guidelines in making their end-of-cycle assessment of the levels of competency development attained by the student. While the prime responsibility for this assessment lies with the teacher who has followed and evaluated the student's learning, it is recommended that all teachers of a given subject cooperate to establish a clear, shared understanding of the levels. They could, for example, illustrate each level by using a few examples gathered in the classroom to identify its characteristics.

An appropriate process of competency evaluation must be put in place to ensure that the scales are used properly. Since the competencies are actualized and developed within learning and evaluation situations, assessments with respect to competencies cannot be made unless such situations are at the heart of teaching practices throughout the cycle. In general, the final situations in a given cycle are those that reveal the most about the student's level of competency development.

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. The Québec Education Program, for its part, specifies the elements that should be taken into consideration when evaluating a competency in greater detail (e.g. key features, criteria, end-of-cycle outcomes, learning content). Other evaluation tools (e.g. evaluation grids, checklists) are needed to gather more specific, complete information in order to give students feedback during the learning process.

In addition, since assessments of competency development are based on records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed. There are several different ways to note, compile and record relevant data on competency development. To ensure that the assessments are valid, however, it is important to keep in mind that the method used must be based on the competency evaluation criteria set out in the Québec Education Program.

In the interests of greater transparency, teachers are encouraged to familiarize their students with the scales, to ensure that they understand the competency levels descriptions and the manner in which they will be used at the end of the cycle. Apart from their function in the recognition of competencies, the scales are a tool that students can use to take stock of their learning, strengths, difficulties and achievements.

Note: The *Reference Framework for the Evaluation of Learning in Secondary School* provides more detailed information on the process of competency evaluation (e.g. learning and evaluation situations, evaluation tools, recording of information, etc.).

Analysis of the observations made during the cycle makes it possible to obtain a portrait of the student's competency development. At the end of the cycle, this portrait is matched with one of the levels on the scale. Keep in mind that this act constitutes 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 record of what the student has learned. It is more a matter of ensuring that the student's competency development corresponds as much as possible to the general idea implicit in a given level on a scale.

Note: 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 at the end of the cycle.

The scales in competency reports apply to all students, including those whose competency development is below, or even well below, the requirements. Students at risk of not progressing beyond the lower levels of the scale (1 and 2) should be identified as early as possible in the cycle, 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). It should be noted that the variety of ways in which competency development *well below the requirements* may be manifested makes it difficult to draw up a standard profile for Level 1. In this context, the description of the level may give an incomplete portrait of the student's actual competency. (In practical terms, students who have not attained Level 2 are assigned to Level 1.) The description is, therefore, generally brief, although it usually mentions that the student needs ongoing support.

Finally, by referring to assessments made by teachers using the competency development scales, we can examine the competencies of students in a class, a school, a region or the whole of Québec. These assessments can thus provide additional and highly relevant data on student success and on the effectiveness of the measures established to ensure that students acquire the learning targeted by the Québec Education Program. In this way, the scales could function as tools for regulating and steering the actions of organizations ranging from individual teaching institutions to the entire education system. Using a dependable profile of the competencies developed by the students in a given school, administrators and the school team could, for example, implement measures to foster academic success.

CONCLUSION

The scales of competency levels will serve as tools that secondary school teachers can use in assessing students' competency development at the end of Cycle One and at the end of each year in Cycle Two, and in incorporating these assessments into their competency reports. But before a teacher can use descriptions of competency levels to make an end-of-cycle assessment of competency development, he or she must have a body of student work, collected over the cycle, that reflects how students have exercised a competency in various contexts.

These scales are, therefore, associated more with the recognition of students' competency development, although this does not prevent them from indirectly having a more formative function in terms of learning support. By supplying clear guidelines for end-of-cycle competency evaluation, they make it possible to adapt teaching practices throughout the cycle, so that students have an opportunity to attain the highest possible levels. Moreover, the scales can also serve as a valuable communication tool for teachers of different cycles or for those teaching different subjects to the same group of students.

The competency levels will eventually be updated to take into account data gathered with respect to the different subjects, following the implementation of the Québec Education Program. It can from now on be said, however, that competency levels will help to give teachers' professional assessments their rightful place in the evaluation process, thereby following through on one of the basic aims of the *Policy on the Evaluation of Learning*.

Aside from their role in individual evaluation, descriptions of competency levels can be useful in fostering system management, particularly when it comes to implementing a new program, because these descriptions provide reference points that can be used in assessing the effectiveness of the measures put in place to meet the targets defined in such a program.

Overview of suggested practices for the proper use of the scales of competency levels

- ▶ Offer students frequent opportunities to demonstrate their competencies in various ways throughout the cycle.
- ▶ Familiarize students with the scales (including how they are to be used) and invite the students to use them as reference points for adapting their actions in ways that foster optimum development of their competencies.
- ▶ Keep relevant records of student learning in sufficient quantity to constitute a basis for assessment, in accordance with the evaluation criteria set out in the Québec Education Program.
- ▶ Construct assessment gradually and update it using recent information gathered from learning and evaluation situations.
- ▶ Make a global comparison 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 given level.
- ▶ Where called for, report more detailed information, as needed, for certain students (for example, within an individualized education plan).

LANGUAGES

English Language Arts

*Represents her/his literacy
in different media*

**Français, langue seconde
(programme de base)**

*Produire des textes variés
en français*

**Français, langue seconde
(programme enrichi)**

*Produire des textes variés
en français*

Represents her/his literacy in different media

In English Language Arts, Competency 2 calls upon the student to represent his or her literacy in different media. The scale of competency levels was created as a tool to help teachers determine students' level of competency development at the end of Secondary Cycle One.

The descriptions in the scale were formulated by a committee of Secondary Cycle One English Language Arts teachers. These teachers composed the descriptions by using indicators based on their own experience with teaching media literacy, and by referring to various sections of the Québec Education Program, such as the English Language Arts program, the cross-curricular competencies and the broad areas of learning, specifically Media Literacy. These descriptions were then rated by classroom teachers and moderated statistically to place all criteria at the correct level in the scale.

These descriptions give a picture of the competency levels students may attain in interpreting and producing media texts. The descriptions are based on observable examples considered to be typical for each level.

Each level begins with a description of development attained by students in the use of technical language, the selection of genres, the impact upon an audience, and the use of codes and conventions for media production. There are also descriptions of the interpretation of different media texts. Both the analysis and creation of media texts are included. The final element describes students' interactions with others and their ability to judge their own work.

As described in the Québec Education Program, students are expected to demonstrate the following understanding with regard to media texts:

- ▶ Interpret the effects of media on the individual and society
- ▶ Explore various types of media, as well as specific genres
- ▶ Work in groups to foster cooperative learning
- ▶ Explore a wide variety of media texts, including print, photographs, film, digital representations, multimedia texts, and Web-based media

As stated in the English Language Arts program, children must understand the nature of media: *all media texts are deliberate structures that use combinations of print, visuals, logos, signs, and/or images to create their own multimodal language, i.e media discourse* (p.101). The program also states that *[b]y reading, interpreting and producing familiar media text types, students are involved in breaking the code of how the language(s) of different media work* (p.101). After achieving an understanding of the nature of media, students move on to production. *The production process has three recursive stages: preproduction, production and postproduction. The students, working in a collaborative group, create media texts about topics of interest that have been negotiated with the teacher. By producing texts collaboratively with their peers, students put into practice their knowledge of how the media works, and develop a more sophisticated understanding of this* (p.101). The scale reflects all three stages in the development of media texts, as well as a general understanding of the codes and conventions used in the production and interpretation of media texts.

5**Advanced competency development**

Links classroom media learning to situations beyond the classroom when responding to media texts. Interprets media texts from the viewpoint of the spectator, the producer or a character. Deconstructs media texts to locate and comment on instances of how texts can stereotype, discriminate and propagandize. Explains how codes and conventions create meaning in media texts created by others. Demonstrates aesthetic sense and technical expertise in producing media text for a target audience. Willingly assumes the responsibilities of any role when producing or interpreting media texts. Takes elements from different media types and reframes them in a new situation. Uses precise, vivid language in communicating ideas when deconstructing and/or producing media texts. Develops valid and reliable criteria to judge own production process. Sets goals for future productions based on self-evaluation.

4**Thorough competency development**

Identifies aspects of representations and exclusions (i.e. age, gender and race) in media texts. Elaborates and articulates preferences in media texts. Identifies characteristics of audience. Discusses impact of media texts on self. Compares and contrasts how various forms of media cover the same topic (e.g. newspapers, radio, television, Internet). Grounds criticisms of media productions in specific concrete terms. Produces media texts that clearly meet the intended purpose. Justifies decisions about media texts produced. Revises own productions to better communicate message. Produces media text that connects to a target audience and/or intended purpose. Selects codes and conventions in media productions to target audience. Uses a variety of strategies for a planned effect. Participates in negotiations within group to interpret or produce media texts. Evaluates production process of group with respect to goals. Critically evaluates own productions.

3**Acceptable competency development**

Identifies basic codes and conventions in media productions. Voices an opinion about media texts with prompting. Infers evident messages in a variety of media texts taught in class, with prompting. Identifies meaning, targeted audience, purpose and bias in a given media text. Follows a model when working with new types of media text. Uses basic technical language in communicating ideas such as storyboard, layout and fonts. Completes a plan to produce a media text (e.g. storyboard). Frames messages to meet targeted audience. Assumes roles and responsibilities within group to interpret or produce media texts. Compares own responses with those of others in order to confirm or modify responses.

2**Partial competency development**

Identifies, with prompting, purpose or target audience for media texts used in class. Explains opinion, with prompting, about media texts studied in class. Locates examples of basic codes and conventions (such as speech bubbles in comic strips) when deconstructing media texts. Follows a production process with support from peers and teachers. Conveys a message in a rudimentary manner in own production that has some connection to the intended purpose. Attempts revisions of his/her own production without a clear purpose. Uses some of the basic codes and conventions when producing media texts. Shares ideas with group, with prompting. Talks about personal preferences, with prompting, when discussing productions.

1**Minimal competency development**

Produces simple media text when assisted with sustained one-on-one support. Presents initial draft of media production as final product. Discusses media texts when provided with sustained support. Requires direction from teacher or peers in collaborative work situations. Plans productions when assisted in a step-by-step fashion.

Produire des textes variés en français

L'échelle des niveaux de la compétence *Produire des textes variés en français* est un outil élaboré à partir du programme de français, langue seconde (programme de base). Elle est une référence qui permet à l'enseignant de situer le niveau de développement de la compétence des élèves à la fin du premier cycle du secondaire.

Les descriptions des niveaux ont été rédigées à partir d'indicateurs. Ceux-ci ont été formulés par des enseignants du premier cycle du secondaire qui se sont référés à leur expérience ainsi qu'aux différents éléments du Programme de formation. Ces indicateurs ont ensuite fait l'objet d'une consultation auprès d'un plus grand nombre d'enseignants de français, langue seconde (programme de base).

Les descriptions des niveaux se veulent des portraits de la compétence *Produire des textes variés en français* de l'élève de premier cycle du secondaire réalisés à partir de manifestations observables jugées typiques de chacun des niveaux.

Généralement, la description de l'échelon respecte les étapes suivies par l'élève pour réaliser une tâche complexe, soit de la préparation à la diffusion. Ces éléments correspondent aux composantes et aux critères d'évaluation de la compétence *Produire des textes variés en français* du programme de français, langue seconde (programme de base) du premier cycle du secondaire.

Pour que l'élève puisse démontrer sa compétence à produire des textes variés en français, conformément aux exigences de ce programme, les situations à privilégier devraient lui permettre :

- de transférer ses apprentissages de la vie scolaire à la vie extrascolaire;
- de faire appel à son imaginaire et à sa créativité;
- de produire des textes écrits, oraux, visuels ou mixtes sur des sujets qui correspondent à ses préoccupations et qu'il pourra diffuser;
- de travailler en coopération avec ses camarades et son enseignant, et parfois seul;
- d'exploiter des ressources matérielles variées (visuelles, sonores, textuelles, numériques).

Liens avec les compétences transversales

Ainsi que le rappelle le programme de français, langue seconde (programme de base), *l'apprentissage d'une langue seconde amène l'élève à mobiliser l'ensemble des compétences transversales. Certaines d'entre elles présentent une plus grande affinité avec les compétences [...] à produire des textes [...] en français* (p. 139). L'échelle de la compétence *Produire des textes variés en français* tient compte de cette réalité. Ainsi, des énoncés tels que *Sur le Web ou ailleurs, sélectionne les informations et les éléments visuels pertinents* et *Porte un jugement sur l'efficacité de sa production* illustrent, dans le contexte de la discipline, certains éléments des compétences transversales *Exploiter l'information* et *Exercer son jugement critique*.

Utilisation de l'échelle des niveaux de compétence

Pour être en mesure de positionner sur l'échelle le niveau de compétence de l'élève, le jugement de l'enseignant s'appuie sur des observations ou des traces recueillies dans divers contextes de production. Ces observations portent autant sur le processus que sur la réalisation.

5

Compétence marquée

Gère son projet de façon autonome et élabore ses idées au-delà de la tâche demandée en intégrant parfois des éléments culturels francophones. Exprime ses sentiments, ses opinions et ses idées à l'aide d'un vocabulaire précis et varié. Utilise des marqueurs de relation et présente un texte contenant quelques phrases complexes bien structurées. Réinvestit des connaissances et des stratégies acquises dans d'autres contextes. Recourt à des ressources matérielles, technologiques ou médiatiques dans le but de diffuser son texte. Analyse sa démarche et les difficultés éprouvées et suggère des solutions.

4

Compétence assurée

Planifie sa production en se référant à des sources d'information variées et ajoute des éléments personnels à la démarche proposée par l'enseignant. Exprime clairement son intention de communication et transmet un message cohérent pouvant contenir de courtes phrases complexes. Accorde généralement les éléments du groupe nominal en genre et en nombre. Utilise des stratégies de dépannage et des ressources variées pour réviser sa production. Enrichit sa production finale à l'aide d'éléments visuels et sonores pertinents et variés. Porte un jugement sur l'efficacité de sa production.

3

Compétence acceptable

Planifie sa production en respectant l'intention de communication donnée par l'enseignant et organise ses idées en séquences logiques. Sur le Web ou ailleurs, sélectionne les informations et les éléments visuels pertinents. Construit des phrases simples de forme négative. Utilise, à l'écrit, des stratégies et des ressources autres que le recours à sa langue maternelle. Sollicite la rétroaction de l'enseignant et de ses pairs sur la forme et le contenu pour améliorer sa production. Utilise un outil pour évaluer sa production finale (par exemple, une grille d'appréciation) et détermine certains points à améliorer.

2

Compétence peu développée

Suit la démarche proposée par l'enseignant et sollicite de l'aide pour compléter la tâche. Produit de courts messages contenant quelques phrases de base et fournit assez d'informations pour donner un sens au message. Construit des phrases simples de types déclaratif et interrogatif et utilise correctement quelques verbes aux temps usuels. Ajoute, à l'occasion, un adjectif au groupe nominal et réinvestit dans ses textes les mots de vocabulaire vus en classe. Intègre des éléments visuels à sa production. S'interroge sur les améliorations à apporter à sa production avec l'aide de son enseignant.

1

Compétence très peu développée

Demande des explications dans sa langue maternelle pour entreprendre la tâche et utilise un dictionnaire bilingue. Modèle ses productions sur sa langue maternelle en traduisant mot à mot et en se servant de mots français et d'expressions mémorisées liés à la situation de communication. Explore des stratégies de dépannage (ex. : écrire au son pour se faire comprendre, accepter l'aide de ses pairs). Présente une version finale de son texte à partir d'indications fournies par son enseignant.

Produire des textes variés en français

L'échelle des niveaux pour la compétence *Produire des textes variés* est un outil élaboré à partir du programme de français, langue seconde (programme enrichi). Elle est une référence qui permet à l'enseignant de situer le niveau de développement de la compétence des élèves à la fin du premier cycle du secondaire.

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Les descriptions des niveaux se veulent des portraits de la compétence *Produire des textes variés* de l'élève du premier cycle du secondaire réalisés à partir de manifestations observables jugées typiques pour chacun des niveaux.

Généralement, la description de l'échelon débute par la planification de la production d'un texte, du contenu de ce dernier (suffisance des idées, syntaxe, grammaire, vocabulaire), aux stratégies de révision employées et le retour réflexif que l'élève effectue par rapport à sa démarche et son produit final. Ces éléments correspondent aux composantes et aux critères d'évaluation de la compétence *Produire des textes variés* du programme de français, langue seconde (programme enrichi) du premier cycle du secondaire.

Pour que l'élève puisse démontrer sa compétence à produire des textes variés en français, conformément aux exigences de ce programme, les situations à privilégier devraient lui permettre :

- de se trouver des modèles inspirants;
- de faire appel à son imaginaire, à sa créativité;
- de produire des textes écrits, oraux, visuels ou mixtes sur des sujets qui correspondent à ses préoccupations;
- d'exploiter des ressources matérielles variées : visuelles, sonores, textuelles et numériques.

Liens avec les compétences transversales

Ainsi que le rappelle le programme de français, langue seconde (programme de base), *l'apprentissage d'une langue seconde amène l'élève à mobiliser l'ensemble des compétences transversales. Certaines d'entre elles présentent une plus grande affinité avec les compétences [...] à produire des textes [...] en français* (p. 139). L'échelle de la compétence *Produire des textes variés en français* tient compte de cette réalité. Ainsi, des énoncés tels que *Gère les diverses étapes de sa démarche de production de façon autonome selon l'échéancier prévu* et *Porte un jugement critique sur sa démarche de production et propose des solutions aux difficultés rencontrées* illustrent, dans le contexte de la discipline, certains éléments des compétences transversales *Se donner des méthodes de travail efficaces* et *Exercer son jugement critique*.

Utilisation de l'échelle de compétence

Pour porter un jugement global sur la compétence de ses élèves à la fin du cycle, l'enseignant se réfère aux descriptions des niveaux telles que présentées à la page suivante.

Le jugement de l'enseignant s'appuie sur des observations ou des traces recueillies dans divers contextes d'interprétation. Ces observations portent autant sur le processus que sur la réalisation.

5

Compétence marquée

Fait preuve de créativité tout au long de sa démarche. Enchaîne ses idées à l'aide de différents marqueurs de relation. Maintient la cohérence dans ses textes et tient compte du destinataire. Construit des phrases complexes pour exprimer ses idées et emploie adéquatement une variété de temps de verbes selon le contexte. Prend des initiatives pour améliorer sa production et fait appel à des repères culturels. Ajuste le niveau de concision ou d'approfondissement du texte à partir d'une rétroaction de l'enseignant et de ses pairs. Explique les moyens choisis pour réguler sa démarche de production à des fins d'autoévaluation.

4

Compétence assurée

Gère les diverses étapes de sa démarche de production de façon autonome selon l'échéancier prévu. Utilise des ressources matérielles, technologiques ou médiatiques pertinentes à la situation de communication. Adapte sa production en fonction des caractéristiques du destinataire. Exprime ses sentiments, ses opinions et ses idées sur divers sujets incluant des éléments culturels francophones à l'aide d'un vocabulaire précis et varié. Utilise différents procédés de reprise de l'information et sélectionne des stratégies appropriées pour s'assurer de la pertinence de son texte. Porte un jugement critique sur sa démarche de production et propose des solutions aux difficultés rencontrées.

3

Compétence acceptable

Planifie sa démarche en respectant l'intention de communication. Produit une première version de son texte comportant quelques phrases complexes. Explique ses idées à l'aide de séquences informatives et narratives et fait référence à des éléments culturels vus en classe. Utilise dans son texte des éléments qui font progresser l'information. Fait généralement l'accord en genre et en nombre dans le groupe nominal et emploie correctement les verbes aux temps usuels. Utilise des stratégies de révision telles que la rétroaction de l'enseignant et de ses pairs pour améliorer son texte. Utilise le métalangage de base et s'autoévalue à l'aide d'outils proposés.

2

Compétence peu développée

Discute de sa démarche de production avec son enseignant ou avec ses pairs. Organise son texte en paragraphes et transmet des idées liées au sujet. Produit des phrases simples pouvant contenir des marqueurs de relation et orthographe correctement la plupart des mots usuels. Utilise des stratégies variées et détermine les points à améliorer dans ses productions avec l'aide de son enseignant.

1

Compétence très peu développée

Demande des explications sur la tâche et suit la démarche proposée par l'enseignant. Construit des phrases simples de type déclaratif. Se sert d'un vocabulaire simple et usuel et emploie des verbes au présent. Ajoute un adjectif au groupe nominal et utilise des déterminants pour indiquer le nombre. Utilise, avec l'aide de son enseignant ou de ses pairs, quelques ressources matérielles, médiatiques ou technologiques pour présenter une version finale de sa production.

MATHEMATICS, SCIENCE AND TECHNOLOGY

Mathematics

Solves a situational problem

Science and Technology

Seeks answers or solutions to scientific or technological problems

Solves a situational problem

The scale of competency levels for the competency *Solves a situational problem* was devised in accordance with the main components of the Mathematics program. This scale covers the competency as a whole and takes into account some of its major dimensions: key features, evaluation criteria and end-of-cycle outcomes. Each competency level consists of observable indicators that provide a description of the behaviours associated with the level of development achieved by a student at the end of the cycle.

The competency *Solves a situational problem* involves being able to find a coherent solution to a situational problem under one of the following conditions:

- The situation has not been previously presented in the learning process.
- Finding a satisfactory solution involves using a new combination of rules or principles that the student may or may not have previously learned.
- The solution or the way in which it is to be presented has not been encountered before.

Solving a situational problem involves discernment, research and the development of strategies entailing the mobilization of knowledge. Situational problems may touch on one or more branches. They refer to real, fictitious, realistic, imaginary or purely mathematical situations. They may be related to the students' environment, the broad areas of learning or the social and historical evolution of mathematics. They may involve superfluous, implicit or missing information.

Throughout the cycle, the student is exposed to numerous and varied situational problems consistent with the pedagogical context defined in the Mathematics program. The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriate for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency.

Teachers may make different combinations of the following adjustments to simplify a situation:

- The task is easy to identify and describe.
- It involves a limited amount of information or a limited number of constraints.
- It requires a low level of abstract thinking.
- A simple mathematical model can be used to represent the task.
- The solution involves a limited number of mathematical concepts and processes.
- The solution may involve a limited number of steps.
- The student is familiar with the context.
- The teacher provides assistance at every step or during certain steps of the procedure.
- Etc.

Developing the competencies of the Mathematics program helps to develop all the cross-curricular competencies. Several indicators in the scale for the competency *Solves a situational problem* are connected to certain cross-curricular competencies. Indicators such as *Describes the purpose of the task to be performed* or *Determines some of the steps involved in solving a situational problem* demonstrate elements of the cross-curricular competencies *Solves problems* and *Adopts effective work methods*.

Solves a situational problem

To be able to situate the student's competency level on this scale, the teacher must ensure that, throughout the cycle, the student has been exposed to numerous and varied situations consistent with the pedagogical context defined in the Mathematics program. The situational problems have generally been simplified by making the adjustments listed on the previous page, for students who have achieved competency level 1 or 2.

5**Advanced competency development**

Represents a mathematical model for a situational problem by using the most appropriate type(s) of representation. Draws upon mathematical concepts and processes and finds appropriate ways of adapting them in order to make it easier to solve a situational problem. Uses efficient problem-solving strategies and is able to evaluate their effectiveness. Systematically validates his/her solution and rectifies it if necessary. Shares his/her solution by communicating clearly and concisely, rigorously observing the rules and conventions of mathematical language. Applies previously used strategies and procedures to new problem-solving situations.

4**Thorough competency development**

Identifies all the information useful in solving a situational problem. Represents a situational problem by using an appropriate mathematical model. Draws upon mathematical concepts and processes and finds appropriate ways of adapting them to solve a situational problem. Uses effective problem-solving strategies. Presents a complete and structured solution that sometimes contains minor errors related to concepts and processes and to the rules and conventions of mathematical language. Validates the main steps in his/her solution. Explains and justifies, when needed, the steps leading to solution.

3**Acceptable competency development**

Identifies most of the information useful in solving a situational problem. Determines some of the steps involved in solving a situational problem. Represents a situational problem with a usually satisfactory mathematical model. Draws upon most of the mathematical concepts and processes appropriate for solving a situational problem. Has difficulty adapting the concepts and processes that he/she has drawn upon to solve a situational problem. Presents a solution that sometimes contains errors related to concepts and processes and to the rules and conventions of mathematical language. Validates some of the steps in his/her solution. Explains, when needed, some of the steps leading to solution. Draws simple conclusions on the basis of his/her solution.

2**Partial competency development**

Identifies some of the information useful in solving a situational problem. Describes the purpose of the task to be performed. Often uses the same types of representations to represent a situational problem. Draws upon some of the mathematical concepts and processes appropriate for solving a situational problem. Presents a solution containing errors related to concepts and processes and to the rules and conventions of mathematical language. Validates some of his/her operations. Describes, when needed, some of the steps leading to solution or some operations.

1**Minimal competency development**

Identifies some of the information given in a situational problem without distinguishing between the relevant and irrelevant information. Uses one or more types of largely inappropriate representations for a situational problem. Draws upon mathematical concepts and processes that are not very appropriate for solving a situational problem. Works out the easiest steps in the solution; in some cases, provides a complete solution if he/she is given a model, plan or procedure. Describes, when needed, some operations.

Seeks answers or solutions to scientific or technological problems

The scale of competency levels for the competency *Seeks answers or solutions to scientific or technological problems* was devised in accordance with the main components of the Science and Technology program. Each competency level consists of observable indicators that provide a description of the behaviours associated with the level of development achieved by a student at the end of the cycle.

This competency focuses on the methodology used by scientists and technologists. The students become familiar with concepts and strategies used in the inquiry and design processes that they will use in their search for answers and solutions. In science, the *inquiry process* refers not only to the experimental method, but also to exploration and observation in the field, documentary research, etc. For the study of technology, the design process was favoured because it is a rich and effective way of exploring abstract concepts in a concrete, hands-on manner. In general, the development of this competency requires the students' active involvement. They must ask themselves questions and determine the answers through observations, hands-on activities, measurements, construction or experimentation, be it in a lab, in a workshop or in the real world.

Throughout the cycle, the student is exposed to numerous and varied situational problems consistent with the pedagogical context defined in the Science and Technology program. The teacher differentiates the teaching approach, making sure that the student is given situations that are appropriate for his or her level of competency development. If necessary, the teacher may simplify the situation by modifying some of its aspects or by offering assistance to the student. However, the teacher must take the modifications or assistance into account when assessing the extent to which the student has developed the competency.

Teachers may make different combinations of the following adjustments to simplify a situation:

- ✦ The students are told which investigative approach to use.
- ✦ A manufacturing process sheet is provided.
- ✦ Certain constraints are omitted.
- ✦ Important elements are identified.
- ✦ The phenomena being studied can be observed by the senses.
- ✦ The task brings to mind other problems the students have solved.
- ✦ The tools for gathering data are provided.
- ✦ Simple techniques can be used to complete the task.
- ✦ The teacher provides assistance at every step or during certain steps of the procedure.
- ✦ Etc.

Developing the competencies of the science and technology program helps to develop all the cross-curricular competencies. Several indicators in the scale for the competency *Seeks answers or solutions to scientific or technological problems* are connected to certain cross-curricular competencies. Indicators such as *In carrying out the procedure, records the elements needed to develop explanations and solutions, and makes any necessary adjustments and takes into account various available resources and plans each of the steps involved* demonstrate elements of the cross-curricular competencies *Uses information and Adopts effective work methods*.

Seeks answers or solutions to scientific or technological problems

To be able to situate the student's competency level on this scale, the teacher must ensure that, both during and at the end of the cycle, the student was exposed to numerous and varied situations consistent with the pedagogical context defined in the Science and Technology program. For students who have achieved competency level 1 or 2, the situational problems have generally been simplified by making the adjustments listed on the previous page for students who have achieved competency level 1 or 2.

5

Advanced competency development

Provides a clear and complete description of the problem to be solved. In developing a procedure or design solution, controls the variables that may influence the results. Clearly presents the steps in his/her procedure or design solution, making sure to specify the relationships between these steps. Organizes data using formats or processing methods that make this information easier to interpret. Proposes complete explanations or solutions and, if necessary, suggests improvements to his/her procedure, which can be justified on the basis of the results. Throughout the process, uses exact scientific or technological language that may even go beyond the terminology related to the problem.

4

Thorough competency development

Selects the relevant information pertaining to the problem. Formulates well-founded hypotheses or feasible solutions that reflect the constraints and conditions associated with the problem. In developing a procedure or design solution, takes into account various available resources and plans each of the steps involved. In carrying out the procedure, records the elements needed to develop explanations and solutions, and makes any necessary adjustments. In a scientific activity, checks whether the hypothesis is consistent with the results. In a technological activity, ensures that the prototype meets the specifications. Proposes correct explanations or solutions that take into account results or tests and, if necessary, suggests appropriate adjustments to his/her procedure. Throughout the process, uses appropriate scientific or technological language.

3

Acceptable competency development

Recognizes some of the scientific or technological information presented in the situation. Formulates a hypothesis or possible solution that takes into account some of the constraints associated with the problem. Plans some of the steps in his/her procedure or design solution and works in a way that shows concern for own safety and that of other people. Indicates, in his/her work, the approach used to gather data and shows that outlined steps were followed. Proposed explanations or solutions usually reflect results or tests. Uses basic scientific or technological language.

2

Partial competency development

Describes certain aspects of the problem or the technological need. Makes assumptions that are more or less related to the problem. Follows the steps associated with a given procedure or manufacturing process sheet. Describes some of the steps performed or certain aspects of the design solution. Presents the results and proposes explanations or solutions without checking whether they are related to the results or the problem.

1

Minimal competency development

Undertakes a series of actions without taking any procedure into account. Copies out the details of the problem or specifications as they were presented. Depending on the available materials, carries out familiar hands-on activities, whether or not they are related to the problem to be solved. Merely lists, in record of procedure, some of the actions carried out. Presents the results without proposing explanations or solutions to the problem.

SOCIAL SCIENCES

Geography

Understands the organization of a territory

**History and Citizenship
Education**

*Interprets social phenomena using the
historical method*

Understands the organization of a territory

The scale of competency levels for *Understands the organization of a territory* is based on the Geography program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection submitted to a broader selection of Geography teachers for consultation.

The indicators took into account different aspects of students' work—the processes they used, their reasoning about geography and their final products.

In accordance with the Geography program, the territorial organization set out in the competency levels for the competency *Understands the organization of a territory*, takes into account the designated focus and type of territory.

The scale of competency-development levels for *Understands the organization of a territory* integrates aspects of the cross-curricular competencies. Accordingly, descriptions such as *Selects a variety of documents relating to the organization of a territory* and *Illustrates his/her work with a simple map showing the organization of a territory in detail* confirm the strong ties between this competency and certain aspects of the cross-curricular competencies *Uses information* and *Communicates appropriately*.

Understands the organization of a territory

If teachers are to be prepared to identify a student's level of competency for *Understands the organization of a territory*, they must present them with learning and evaluation situations based on the interaction of the key features of the competency, the evaluation criteria and the pedagogical context set out in the Geography program.

5

Advanced competency development

Explains the consequences of external influences on the organization of a territory. Using different scales of analysis, relates human actions, the reasons behind them and the consequences for the organization of a territory. Illustrates his/her work with a simple map showing the organization of a territory in detail. Suggests ways of improving his/her methods, approaches and work.

4

Thorough competency development

Identifies the dominant axes of the organization of a territory. Makes connections between human actions and the characteristics of the organization of a territory. Describes external influences on the organization of a territory, using different scales of analysis. Reformulates information and organizes it, devising appropriate tools (e.g. graphic organizer, table). Makes appropriate use of the concepts associated with the organization of a territory. Produces work giving an overview of the organization of a territory.

3

Acceptable competency development

Associates landscapes with the organization of a territory. Produces a geographic sketch of a landscape. Selects a variety of documents relating to the organization of a territory. Identifies characteristics of the organization of a territory. Identifies the reasons underlying human actions in the organization of a territory. Uses more than one scale of analysis to highlight new phenomena about the organization of a territory. Organizes information in tables, lists and charts. Refers to concepts associated with the organization of a territory. Illustrates his/her work with a simple map showing the organization of a territory.

2

Partial competency development

Uses the elements of a map (e.g. title, scale, orientation, legend). Locates geographic elements on maps, using reference points. Identifies on maps characteristics of a type of territory (urban, regional, agricultural, Native or protected). Finds information in a variety of documents (e.g. text, map, diagram, table, illustration) and reference tools (e.g. atlas, dictionary). Partially carries out a piece of work on the organization of a territory.

1

Minimal competency development

Identifies signs of human activity in landscapes. Identifies geographic elements on maps. Finds information in geographic texts. Uses a single geographic scale of analysis (e.g. local, regional, national or international).

Interprets social phenomena using the historical method

The scale of competency levels for *Interprets social phenomena using the historical method* is based on the History and Citizenship Education program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of History and Citizenship Education teachers for consultation.

The indicators took into account different aspects of students' work—the processes they used, their reasoning about geography and their final products.

The scale of competency-development levels for *Interprets social phenomena using the historical method* integrates aspects of the cross-curricular competencies. Accordingly, descriptions such as *Selects a variety of documents relating to a given problem and finds relevant information in them*, and *Bases his/her interpretation of a social phenomenon on the essential points of the information gathered* confirm the strong ties between this competency and certain aspects of the cross-curricular competencies *Uses information* and *Exercises critical judgment*.

Interprets social phenomena using the historical method

If teachers are to be prepared to identify a student's level of competency for *Interprets social phenomena using the historical method*, they must present them with learning and evaluation situations based on the interaction of the key features of the competency, the evaluation criteria and the pedagogical context set out in the History and Citizenship Education program.

5

Advanced competency development

Identifies long-term consequences of the social phenomenon. Qualifies his/her interpretation, taking into account the differences and similarities between two societies in the same period. Suggests ways of improving his/her methods, approaches and work.

4

Thorough competency development

Uses explanatory factors for a social phenomenon in his/her interpretation. Reformulates information and organizes it, devising appropriate tools (e.g. graphic organizer, table). Distinguishes between facts and opinions. Bases his/her interpretation of a social phenomenon on the essential points of the information gathered. Takes aspects of society into account in interpreting a social phenomenon. Makes connections between a social phenomenon and the present. In his/her interpretation, makes appropriate use of concepts associated with a social phenomenon. Draws on his/her interpretation to express an opinion on his/her hypothesis.

3

Acceptable competency development

Selects a variety of documents relating to a given problem and finds relevant information in them. Formulates a hypothesis. Looks for facts connected with his/her hypothesis. Organizes information in tables, lists and charts provided by the teacher. Describes the spatiotemporal framework of a social phenomenon. Describes the facts and the actions carried out by some of the actors. Lists the immediate consequences of a social phenomenon. Considers some of the concepts relating to a social phenomenon. Expresses an opinion on his/her hypothesis. Notes differences and similarities between two societies in the same period. Uses different formats to communicate.

2

Partial competency development

Identifies facts, witnesses and actions carried out by the actors involved with a social phenomenon in a variety of documents (e.g. text, map, diagram, table, picture) and reference tools (e.g. atlas, dictionary). Lists some of the causes of a social phenomenon. Constructs a time line. Situates the facts associated with a social phenomenon on a time line.

1

Minimal competency development

Places facts provided by the teacher in chronological order on a time line. Identifies on maps territories associated with a social phenomenon. Finds information in historical texts.

ARTS EDUCATION

Drama *Performs dramatic works*

Visual Arts *Creates personal images*

Dance *Creates dances*

Music *Creates musical works*
Performs musical works

Performs dramatic works

The scale of competency levels for *Performs dramatic works** is based on the Drama program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Drama teachers for consultation.

The description of each level constitutes a profile of the competency *Performs dramatic works*, as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

In general, the description of a level deals first with aspects of the competency related to assimilating the dramatic content of a work and using elements of dramatic language and technique. These are followed by aspects that concern the expressive nature of the work and respect for the conventions regarding unified performance. The description concludes with a reflection on and review of the performance experience. These various aspects correspond to the key features and the evaluation criteria for the competency *Performs dramatic works* in the Secondary Cycle One Drama program.

In order for the student to demonstrate his/her competency in performing dramatic works, in accordance with the requirements of the Drama program, the learning situations offered should enable him/her to:

- examine a repertoire drawn from various historical periods and cultures, including the creations of his/her classmates
- explore various styles and genres, for presentation before an audience
- interact with his/her classmates, and sometimes alone
- use a variety of resources: visual, sound, text and electronic materials

As stated in the Drama program, *the complex and dynamic processes in which [students] become involved as they create, perform or appreciate dramatic works are associated with all the cross-curricular competencies and contribute to their development* (p. 342). The levels of development for the competency *Performs dramatic works* take this fact into account. Therefore, statements such as *Plans the steps of the performance process* and *Perseveres in spite of difficulties encountered* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Adopts effective work methods* and *Achieves his/her potential*.

* The word *works* is used in its broadest sense; it includes productions by students as well as those by authors and creators.

Performs dramatic works

If teachers are to be prepared to determine a student's level of competency for *Performs dramatic works*, they must present them with performance situations that encourage them to be open to the diversity of people and human behaviours as well as to the world of feelings and emotions.

5**Advanced competency development**

Plans the steps of the performance process and develops stimuli for set design and stage direction. Directs the performance of a sub-group. Explores and varies his/her performance of a given type of character and portrays it accurately. Describes the steps of the performance process and identifies the learning acquired during the artistic work. Explains his/her performance choices and problem-solving strategies.

4**Thorough competency development**

Identifies the motivation of a character and the nature of the social environment in a script for the purpose of performance. Explores a set of gestures and brings out the features of a character in his/her performance. Organizes the space by adding relevant elements of scenery. Develops the performance based on his/her ideas and those of others and stimulates the team with his/her participation. Adjusts his/her performance based on suggested improvements and uses the conventions of performance specified in the direction. Speaks his/her lines in natural way, maintains concentration and demonstrates stage presence. Identifies some strengths and weaknesses of his/her performance, asks relevant questions to improve his/her performance and formulates constructive comments.

3**Acceptable competency development**

Summarizes the dramatic action, describes the features of the character to be played and chooses a costume appropriate to the character. Takes into account the stage directions, as agreed upon, and makes use of the performance conventions established in the direction. Incorporates the costumes and props into his/her performance and uses the space and resources made available to him/her. Speaks his/her lines clearly and on cue. Makes eye contact with his/her performance partners and maintains concentration when breaking off is signalled to him/her. Asks questions about the quality of his/her performance and perseveres in spite of difficulties encountered. Uses the principal terms of drama vocabulary to communicate and accepts criticism from his/her classmates in a positive way.

2**Partial competency development**

Identifies the acts, scenes and tableaux to be performed in his/her script. Describes the connections between different characters in the play. Does exploration activities, listens to others express their ideas and imitates the example suggested to play a character. Explores aspects of his/her characters, with help from others, and tries out his/her basic stage movements. Uses the basic conventions of performance (entrances, exits) and holds him/herself well on stage. Works with the team and adopts a respectful attitude toward his/her classmates.

1**Minimal competency development**

Carries out the tasks with constant help. Plays holding the script, underlines his/her lines and reads aloud the lines to be performed. Plays the role of an extra and wears a designated costume. After his/her appearance on stage, stays in the wings until the end of the performance and watches the performance of his/her classmates. Uses the materials assigned to him/her.

Creates personal images

The scale of competency levels for *Creates personal images* is based on the Visual Arts program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Visual Arts teachers for consultation.

The description of each level constitutes a profile of the competency *Creates personal images*, as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

In general, the description of a level deals first with aspects of the competency related to using ideas, transforming gestures and elements of visual arts language. These are followed by aspects that concern the structure of the image. The description concludes with a reflection on and review of the creative experience. These various aspects correspond to the key features and the evaluation criteria for the competency *Creates personal images* in the Secondary Cycle One Visual Arts program.

In order for the student to demonstrate his/her competency in creating personal images, in accordance with the requirements of the Visual Arts program, the learning situations offered should enable him/her to:

- ✦ make use of various stimuli for creation, taking into account his/her graphic and artistic development
- ✦ transform materials using his/her memory, observation and invention
- ✦ create his/her images having access to both traditional and digital materials and tools
- ✦ enrich his/her images by drawing on varied documentary resources

As stated in the Visual Arts program, *when students produce personal or media images or appreciate different types of visual arts productions, they call upon and develop various related competencies* (p. 363). The levels of development for the competency *Creates personal images* take this fact into account. Therefore, statements such as *proposes improvised solutions in unforeseen situations* and *Revises choices, perseveres in his/her process and uses criticism received to improve productions* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Solves problems* and *Achieves his/her potential*.

Creates personal images

If teachers are to be prepared to determine a student's level of competency for *Creates personal images*, they must present them with a variety of creation situations in which their artistic process and their personal productions can reflect an attention to authenticity and a search for originality and expressiveness.

5**Advanced competency development**

Draws inspiration from artistic resources and cultural events to develop his/her ideas. Keeps and consults records of his/her ideas and experiments with a recording tool. In creations, uses unusual materials and means of working with them (transforming gestures). Justifies the use of elements of visual arts language and the organization of image components by making connections with his/her creative intention. Applies his/her learning in other contexts and proposes improvised solutions in unforeseen situations.

4**Thorough competency development**

Uses various resources to search for ideas. Makes use of varied way of working with materials and tools, chooses appropriate gestures and applies experimentation in creative projects. Uses a variety of textures and motifs to differentiate the components represented and takes into account the properties of colour. Highlights the main elements of his/her production and deals with the elements of visual arts language and spatial organization in an authentic manner. Revises personal choices, perseveres in his/her process and uses criticism received to improve productions. Explains the meaning of his/her production and defends his/her strategies in a recording tool.

3**Acceptable competency development**

Takes into account the stimulus for creation, uses documents suggested as resources and discusses with his/her classmates to find ideas. Makes a sketch of a creative project and organizes personal work environment. Experiments with ways of using matter (transforming gestures) and various possibilities for using materials. Uses enumeration, juxtaposition and superimposition, as well as vanishing points or overlapping to organize and represent space. Selects appropriate materials and tools and carries through a project. Describes the steps used in a personal creation with the help of basic visual arts vocabulary and accepts criticism from classmates in a positive way.

2**Partial competency development**

Obtains information from classmates and the teacher about the task to be accomplished and assembles the material necessary to carry it out. Produces images based on several familiar elements related to the stimulus for creation. Uses simple gestures and familiar materials to carry out a project. Organizes space by means of simple concepts (enumeration, juxtaposition or superimposition).

1**Minimal competency development**

Listens to the stimulus for creation and sketches out personal productions based on the first idea suggested. Produces an image with the help of classmates and the teacher. Uses the colours provided as is, applies the colour with flat brushstrokes and organizes space impulsively, incorporating few elements.

Performs dramatic works

The scale of competency levels for *Performs dramatic works** is based on the Drama program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Drama teachers for consultation.

The description of each level constitutes a profile of the competency *Performs dramatic works*, as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

In general, the description of a level deals first with aspects of the competency related to assimilating the dramatic content of a work and using elements of dramatic language and technique. These are followed by aspects that concern the expressive nature of the work and respect for the conventions regarding unified performance. The description concludes with a reflection on and review of the performance experience. These various aspects correspond to the key features and the evaluation criteria for the competency *Performs dramatic works* in the Secondary Cycle One Drama program.

In order for the student to demonstrate his/her competency in performing dramatic works, in accordance with the requirements of the Drama program, the learning situations offered should enable him/her to:

- examine a repertoire drawn from various historical periods and cultures, including the creations of his/her classmates
- explore various styles and genres, for presentation before an audience
- interact with his/her classmates, and sometimes alone
- use a variety of resources: visual, sound, text and electronic materials

As stated in the Drama program, *the complex and dynamic processes in which [students] become involved as they create, perform or appreciate dramatic works are associated with all the cross-curricular competencies and contribute to their development* (p. 342). The levels of development for the competency *Performs dramatic works* take this fact into account. Therefore, statements such as *Plans the steps of the performance process* and *Perseveres in spite of difficulties encountered* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Adopts effective work methods* and *Achieves his/her potential*.

* The word *works* is used in its broadest sense; it includes productions by students as well as those by authors and creators.

If teachers are to be prepared to determine a student's level of competency for *Creates dances*, they must present them with a variety of creation situations in which their artistic process and their personal productions can reflect an attention to authenticity and a search for originality and expressiveness.

5**Advanced competency development**

Proposes an unusual creative project and consults various sources to inspire creation. Uses symbolic images to translate ideas into movement. Uses elements of dance language in an innovative way and uses improvisation to develop a personal repertoire of gestures. Furthers the progress of his/her creations by adding carefully chosen movements. Uses various composition procedures and motivates the team by taking on different roles (e.g. rehearsal coach, choreographer, notator, etc.). Corrects and justifies choreographic choices to further develop personal creation.

4**Thorough competency development**

Discusses own choreographic ideas with classmates and asks relevant questions to clarify them. Suggests possibilities for developing personal ideas and those of classmates. Records the ideas explored during the whole creative process and applies experimentation in new creative contexts. Explores and modifies movements in different ways to avoid stereotypes and identifies the strong points of his/her explorations. Finds solutions to problems raised by unforeseen incidents and manages allowed time by taking into account the steps of creation. Uses technical skills to improve his/her creations and selects appropriate choreographic structures to produce them. Takes into account constructive criticism and suggests improvements to be made to personal and collective creations.

3**Acceptable competency development**

Makes a sketch of his/her creative project and records the main actions produced. Becomes physically involved in the search for movements and makes use of improvisation in exploratory workshops. Selects elements of set design and gathers the material required for the creative work (e.g. objects, costumes, music, props, etc.). Uses simple elements of dance language in his/her creations (e.g. forms, basic movements, directions, simple rhythms, etc.). In creations, uses choreographic structures that have already been tried out—structures with a beginning, development and ending. Makes an effort to improve the quality of creation and brings the project to a conclusion. Agrees with others' ideas by carrying out the task assigned by the group. Uses the basic terms of dance vocabulary to communicate.

2**Partial competency development**

Retains some elements of the stimulus for creation and sketches out his/her dance based on the first idea encountered. Produces his/her creation by inventing movements from a musical source, miming gestures and putting them together in a sequence. Uses mainly the extremities of the body, levels (high, middle, low) and simple spatial actions (e.g. coming together, moving apart, etc.) to create movement. Looks for approval or asks for help from classmates or the teacher in order to continue with his/her creative work. Presents his/her creations to an audience of classmates at different points in the process.

1**Minimal competency development**

Plays a limited role within the group. Selects an initial position and a final position for his/her creation. Invents a phrase of at least three movements by reproducing stereotyped movements and imitating those observed in class. Applies the same movements from one creation to another. Observes the creative work of his/her classmates.

Creates musical works

The scale of competency levels for *Creates musical works** is based on the Music program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Music teachers for consultation.

The description of each level constitutes a profile of the competency *Creates musical works*, as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

In general, the description of a level deals first with aspects of the competency related to using ideas, sound sources, elements of musical language and elements of technique. These are followed by aspects that concern the organization of a musical creation. The description concludes with a reflection on and review of the creative experience. These various aspects correspond to the key features and the evaluation criteria for the competency *Creates musical works* in the Secondary Cycle One Music program.

In order for the student to demonstrate his/her competency in creating musical works, in accordance with the requirements of the Music program, the learning situations offered should enable him/her to:

- make use of various stimuli for creation
- carry out various experiments involving melodic and rhythmic improvisations, arrangements for small groups, compositions or inventions
- use varied sound sources (voice, body, sound objects, percussion instruments, various melodic instruments and instruments based on information and communications technologies)
- enrich their creations by means of various documentary and artistic resources

As stated in the Music program, *to develop their competencies in music, students make use of all the cross-curricular competencies* (p. 405). The levels of development for the competency *Creates musical works* take this fact into account. Therefore, statements such as *Plans his/her projects by first identifying all the steps* and *Shares roles with team mates according to the task to be performed and makes relevant comments on the work of his/her team* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Adopts effective work methods* and *Cooperates with others*.

* The word *works* is used in its broadest sense; it includes productions by students as well as those by composers and creators.

Creates musical works

If teachers are to be prepared to determine a student's level of competency for *Creates musical works*, they must present them with a variety of creation situations in which their artistic process and their personal productions can reflect an attention to authenticity and a search for originality and expressiveness.

5**Advanced competency development**

Plans his/her projects by first identifying all the steps. Uses more than one compositional procedure and explores non-conventional structures in his/her creations. Composes or improvises a melody on a harmonic structure (e.g. pentatonic, blues, etc.). Invents a variation or makes a simple arrangement, based on a musical theme. Uses musical elements beyond those used in class and uses instruments in unusual ways to create new sounds. Exercises leadership in organizing and improving on a collective creation.

4**Thorough competency development**

Proposes creative projects and refers to his/her recording tool throughout the work. Spontaneously explores several approaches to the work, establishes an overall plan and tries out different ways of using his/her ideas. Uses previous experiments in an appropriate way. Writes a score using a code and adds indications for the expression of certain passages. Plays his/her creation for the purpose of making adjustments and proposes solutions to problems encountered. Shares roles with team mates according to the task to be performed and makes relevant comments on the work of his/her team. Describes the steps of his/her creative procedure. Explains his/her choice of ideas, elements of musical language, organization and sound sources used.

3**Acceptable competency development**

Submits creative ideas, explores different sound sources and selects ideas and experiments that are related to his/her project. Transposes actions of daily life into sounds, produces rhythmic variations from a sound sequence or modifies a familiar melody in producing his/her creations. Within the limits of the basic register of his/her instrument, does a short improvisation or composes a melody using a simple musical form or compositional procedure. Inserts sound effects and musical elements from previous experiments into his/her creation. Sketches out a score, using a personal code. Identifies the difficulties encountered and continues with his/her creation when he/she receives pointers on how to complete his/her project. Uses the main terms of musical vocabulary to communicate.

2**Partial competency development**

Retains one or two elements from the stimulus for creation and sketches out his/her creation from ideas of his/her classmates. Uses sound sources in a limited register and tries out ways of linking notes. Invents a repetitive rhythmic pattern (rhythmic *ostinato*) or improvises a simple rhythmic sequence. Completes a melody using conjunct sounds and repeated notes. Invents a melody using at least three notes based on a basic rhythmic pattern. Keeps records of his/her creations using a simple recording method.

1**Minimal competency development**

Asks questions of classmates and the teacher about the task to be carried out. Uses the first idea suggested and experiments randomly with sound media to create sounds. Reproduces the sounds heard in the classroom and uses a single sound medium in his/her creation. Completes his/her task with help from others and plays a limited role within the group. Uses basic vocabulary to talk about his/her work and to make spontaneous remarks about the creations of the group.

Performs musical works

The scale of competency levels for *Performs musical works* is based on the Music program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Music teachers for consultation.

The description of each level constitutes a profile of the competency *Performs musical works*, as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

In general, the description of a level deals first with assimilation of the musical content and expressive character of the work. These are followed by aspects that deal with applying elements of technique and respecting the conventions of group ensemble performance. The description concludes with metacognitive elements related to sharing the musical performance experience. These various aspects correspond to the key features and the evaluation criteria for the competency *Performs musical works* in the Secondary Cycle One Music program.

In order for the student to demonstrate his/her competency in performing musical works, in accordance with the requirements of the Music program, the learning situations offered should enable him/her to:

- ▶ play musical works drawn from a wide repertoire, as well as his/her own creations and those of classmates
- ▶ use his/her voice, instrument or other sound media in various acoustical contexts
- ▶ participate in performance situations for large and small groups and sometimes as soloists within a group
- ▶ participate in collective performance situations presented to an audience

As stated in the Music program, *to develop their competencies in music, students make use of all the cross-curricular competencies* (p. 405). The levels of development for the competency *Performs musical works* take this fact into account. Therefore, statements such as *Shares his/her strategies and proposes solutions to problems that arise* and *Participates in rehearsals and in group performances according to the established rules* illustrate, in a subject-specific context, certain aspects of the cross-curricular competencies *Solves problems* and *Cooperates with others*.

Performs musical works

If teachers are to be prepared to determine a student's level of competency for *Performs musical works*, they must present them with situations sufficiently varied and meaningful to interest the students and elicit personal responses. The complexity of these situations increases through the cycle and encourages the student to experience different types of learning.

5**Advanced competency development**

Tunes his/her instrument autonomously and sight-reads a short piece. Performs the piece bringing out its expressive character. Performs pieces from a supplementary repertoire and plays the more difficult notes suggested as optional on the score. Exercises leadership within the group. Takes responsibility for a section during rehearsals and sometimes directs a small group while participating in the performance. Suggests improvements to be made to the performance of a piece.

4**Thorough competency development**

Plays a musical work with expression. Maintains visual contact with the leader and responds to the leader's directions to synchronize him/herself with the playing of the ensemble. Identifies the main musical elements of his/her score when sight-reading. Rejoins the performance of the ensemble by identifying, in his/her score, the place where he/she must resume playing. Occasionally plays solo bars in a work, or plays a different part than usual. Enters relevant notes on his/her score, as necessary, and corrects his/her playing autonomously. Shares his/her strategies and proposes solutions to problems that arise.

3**Acceptable competency development**

Plays his/her score according to the key signature and the dynamic indications. Breathes in such a way as to produce stable tones at the right pitch and of appropriate duration. Contributes to the ensemble playing by linking musical phrases, coming in at the right time after silent measures and following the beat while playing the work. Identifies the principle features of the score, such as the rhythmic sequences, the articulation signs and similarities and differences between certain passages. Practises his/her instrument autonomously and points out improvements to his/her playing. Uses musical terms appropriate for the performance situation.

2**Partial competency development**

Plays the basic musical phrases of a score by producing all the sounds it contains. Uses the basic fingering of his/her instrument and the basic techniques for producing sound. Prepares to play by adopting the appropriate posture and practising individually. Handles his/her instrument with care and detects problems with it. Corrects his/her playing provided that his/her technical and reading errors are pointed out. Participates in rehearsals and in group performances according to the established rules.

1**Minimal competency development**

Plays some of the simple parts of a musical work. Plays the notes of the elementary register of his/her instrument using simple fingering. Identifies the notes and rests on the score. Identifies the measure requested in the score. Brings the necessary material and sets it up appropriately to play. Observes the rules for using the instrument assigned to him/her.

PERSONAL DEVELOPMENT

Physical Education and Health

Interacts with others in different physical activity settings

**Moral Education
Catholic Religious
and Moral Instruction**

Takes a reflective position on ethical issues

**Protestant Moral
and Religious Education**

Takes a reflective position on situations involving an ethical issue

Interacts with others in different physical activity settings

The scale of competency levels for *Interacts with others in different physical activity settings* is based on the Physical Education and Health program. This tool helps teachers determine the extent to which students have developed the competency by the end of Secondary Cycle One.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of Physical Education and Health teachers for consultation

The description of each level constitutes a profile of the competency *Interacts with others in different physical activity settings* as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

The levels of development for *Interacts with others in different physical activity settings* confirm the important links of this competency with cross-curricular competencies. For *Interacts with others in different physical activity settings*, students are required to maintain a critical stance in order to solve any problems they must face in the area of physical education, to know how to plan activities, assess results, etc.

Interacts with others in different physical activity settings

If teachers are to be prepared to determine a student's level of competency for *Interacts with others in different physical activity settings*, they must present students with a variety of situations so that they can develop the ability to interact with their partners or opponents on a one-on-one basis or as part of a team.

5

Advanced competency development

Considers several parameters at a time (e.g. instructions, physical environment and motor skills) when developing the plan of action and includes elements of solutions to anticipated problems. Finds elements of solutions to problems arising at the performance stage or flagged at the evaluation stage. Encourages other students to apply these solutions. Knows how to adjust to unexpected aspects of the activity and to partners' potential. Ensures that all partners know and comply with the strategy. Effectively combines various types of movement sequences. Fully assumes all the tasks related to the captain's role. Demonstrates self-control in all contexts and takes action to ensure own safety and that of others.

4

Thorough competency development

Proposes solutions at all stages of the activity, taking into account partners' opinions. Devises the strategy based on the strengths and difficulties of opponents. Determines, at the evaluation stage, the elements (e.g. tactics, movements, strategies) to be applied in other types of activities. Identifies the reasons for successes or difficulties in view of future efforts and encourages peers to excel. Plays various roles in the activity with ease (e.g. offensive player, defensive player, other role in a support capacity). Performs and smoothly connects sequences of both offensive and defensive plays (e.g. feints, dodges), in keeping with the rules of the activity. Cooperates throughout the three stages of the activity (developing, applying and evaluating the plan of action). Assumes the role of referee or line judge. Adjusts actions to ensure own safety and that of others. Congratulates partners and/or opponents on their good shots or plays. Encourages partners throughout all stages of the activity and urges them to excel.

3

Acceptable competency development

Participates in performing certain strategies set out in the plan by voluntarily playing the role assigned to him/her. Identifies, during the evaluation stage, successes and difficulties following an effort made and asks questions with a view to improvement. Has a repertoire of actions performed appropriately in sequence during the activity and perseveres in performing these movement skills despite difficulties. Is alert to the moves of partners. Communicates messages appropriate to the activity (acoustic or visual cues, verbal cues, touch). Correctly applies the scoring system and regulations for the activity, and assumes various technical support roles (e.g. timekeeper, scorekeeper, equipment manager). Uses appropriate language and respectful gestures toward opponents or partners. Handles equipment carefully and follows safety instructions.

2

Partial competency development

Participates in developing a plan of action only if the activity is of interest to him/her. Suggests ideas during the evaluation of the plan and expresses satisfaction when experiencing success in an activity. Always performs the same offensive and defensive actions. Performs basic manipulation, locomotor and nonlocomotor skills common to several activities. Follows the trajectory of an object to catch it.

1

Minimal competency development

Focuses only on the object in the movement being performed. Positions him/herself correctly when prompted. Catches the object when it comes to him/her. Throws the object accurately to a partner close by. Knows how to imitate some of his/her peers' actions. Successfully plays the role assigned to him/her and identifies difficulties, if assisted by teacher or peers. Expresses the desire to play when developing the plan.

Moral Education

Catholic Religious and Moral Instruction

Protestant Moral and Religious Education

Takes a reflective position on ethical issues

Takes a reflective position on situations involving an ethical issue _____

Scale common to the three subjects

All three of the subjects—Moral Education, Catholic Religious and Moral Instruction, and Protestant Moral and Religious Education—share essentially the same competency. The Québec Education Program states that the subjects in the area of Personal Development promote a common aim, which is to have students develop a concern for their physical and mental health, as well as a desire to improve community life. These *subjects encourage students to reflect on and raise questions about themselves and their relationships with others [...] (Québec Education Program, p. 426)*. In addition, they propose identical processes and deal with substantially similar issues. In light of this, it was considered appropriate to develop a common scale of competency levels that nevertheless takes into account the distinguishing features of each of these subjects.

These levels of competency development help teachers identify a student’s level of competency at the end of Secondary Cycle One. The description of each level constitutes a profile of the competency *Takes a reflective position on ethical issues* or *Takes a reflective position on situations involving an ethical issue* as observed in a given Secondary Cycle One student, based on signs that are considered to be typical of each level.

The descriptions of these levels were written using indicators formulated by Secondary Cycle One teachers, drawing on their own experience and various aspects of the Québec Education Program. These indicators were then submitted to a broader selection of teachers of each of these three subjects for consultation.

The levels of development for *Takes a reflective position on ethical issues* or *Takes a reflective position on situations involving an ethical issue* confirm the important links of this competency with cross-curricular competencies. For *Takes a reflective position on ethical issues* or *Takes a reflective position on situations involving an ethical issue*, students are required to process the information from various sources and maintain a critical stance in order to solve any problems they must face.

Takes a reflective position on ethical issues

Takes a reflective position on situations involving an ethical issue

If teachers are to be prepared to determine a student's competency level for *Takes a reflective position on ethical issues* or *Takes a reflective position on situations involving an ethical issue*, they must present students with a variety of situations so that they can identify ethical issues in a situation and find the information needed to take a sensible position and thoroughly defend it.

5

Advanced competency development

Examines all the aspects of an ethical issue. Looks for and uses additional resources in an autonomous manner, including expert opinions, to support his/her viewpoint on the issues in a situation. Uses, on his/her own initiative, known resources in a new context. Identifies the consequences or impact of a situation on individuals and the community from the perspective of a better collective way of living, the values in question and individual responsibility. Applies options promoting improved community life by taking concrete action.

4

Thorough competency development

Uses and/or proposes, in an autonomous manner, a variety of relevant sources of information to analyze a situation involving an ethical issue. Identifies the values involved in such a situation. Draws parallels between the values found in a situation and those of contemporary or historical figures (e.g. biblical figures, witnesses). Makes connections between a variety of relevant references and an issue. Associates such an issue with an example from his/her own personal experience. Adopts and defends a position using ethical arguments. Requires that an option be justified on the basis of references, including cultural references (e.g. social precepts, Bible, charters, rites). Compares different interpretations of a viewpoint, showing an attitude of respect. Clarifies a viewpoint by rephrasing it.

3

Acceptable competency development

Uses his/her own words to explain an ethical issue. Identifies an ethical issue in a situation. Seeks to understand a situation by asking questions, by identifying some of the values involved and associating an aspect of this situation with a reference (e.g. value, well-known person, concept or attitude). From among several arguments, identifies those that are the most relevant in analyzing a situation involving an ethical issue. Asks questions to better understand his/her peers' various viewpoints. Coherently describes and compares different viewpoints, including his/her own. Substantiates these viewpoints. Proposes possible options and their consequences. Identifies action to be taken to improve community life.

2

Partial competency development

Recognizes a viewpoint, value or attitude as well as the stakeholders (e.g. individuals, institutions) and problems involved in a situation. Uses a source of information to understand the situation. Identifies a consequence or impact on individuals as a result of a given situation. Expresses his/her viewpoint and listens to those of others. Identifies a single option for a given situation. Expresses his/her feelings and selects an option focused on his/her interests or those of other people in his/her life.

1

Minimal competency development

Identifies an element in a situation involving an ethical issue. States facts involved in a situation and expresses his/her opinion about this situation. Recognizes a problem in a situation, if assisted by the teacher or a peer. Finds an option with the help of the teacher and his/her peers.

