Competency Report
Elementary Education

Scales of Competency Levels

Québec

Competency Report Elementary Education

Scales of Competency Levels

Preliminary edition
for purposes of familiarization, training and validation

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FOREWORD

This preliminary edition of the scales of competency levels for elementary school is intended to help teachers learn how to use this new type of evaluation tool. This is merely a partial edition, presenting examples of a few scales in most subjects. This edition also is intended to elicit feedback from the school community, so that adjustments can eventually be made to the complete edition, which will be published in 2008-2009.[1]

Teachers are not required to use the scales in this edition to draw up the competency reports in June 2008. However, the complete edition, to be published in the spring of 2009, will be the official reference point that forms the basis for the student competency reports.

Part I of this document is intended to provide additional information on the nature of these instruments and how they are meant to be used. The scales for each subject are then presented in Part II.

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1. You may forward any comments or suggestions you may have concerning the Scales of Competency Levels to this address: <de.echelles@mels.gouv.qc.ca>.

PART I: INTRODUCTION

An Official Tool for All Teachers

The scales of competency levels were designed to enable teachers to determine the competency levels attained by students at the end of each *cycle* in elementary school *and their use is prescribed by* the Basic school regulation (section 30.1).

A Uniform Model for All Subjects

To ensure that the scales for all subjects have the same format, a model composed of five competency levels was selected. Table 1 outlines the general model that served as the basis for defining the competency levels for all the subjects, at both the elementary and secondary levels.

TABLE 1
OUTLINE OF THE SCALES OF COMPETENCY LEVELS

Level	Comprehensive Assessment
5	ADVANCED: Competency development is above the requirements.
4	THOROUGH: Competency development clearly meets the requirements.
3	ACCEPTABLE: Competency development meets the requirements to a limited extent.
2	PARTIAL: Competency development is below the requirements.
1	MINIMAL: Competency development is well below the requirements.

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

In general, each level describes concrete achievements that are typical for the students who have attained them. When viewed in its entirety, each description implies that some choices had to be made so that only certain aspects, typical of that competency level, were retained. The purpose of this description is to provide a succinct picture of the competency level, not to propose an exhaustive list of the elements to be verified. The competency level descriptions appear in the form of structured paragraphs and these profiles pertain as much to the processes or procedures adopted by the student as they do to the results he or she finally achieves.

It should be noted that the levels progressively subsume each other. In other words, an aspect of a competency deemed to have been acquired at a given competency level is presumed to have been acquired at the superior levels.

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The Distinctive Feature of Level 1

The wide range of observable behaviours possible for a competency exhibiting minimal development makes it difficult to draw up a typical profile for level 1. In fact, competency level 1 is attributed to students who have not attained level 2. Thus the description of level 1 is often brief and usually mentions that the student needs ongoing support to carry out the tasks assigned to him or her.

Cross-curricular Competencies

The descriptions contained in the scales for the various subjects take the cross-curricular competencies into account, since their development is closely linked to that of the subject-specific competencies. The presence of elements associated with cross-curricular competencies, particularly at the higher levels of the scales for each subject, indicates their importance for students' educational success and highlights the fact that they must be specifically targeted by planned learning and evaluation situations.

Use of the Scales

An appropriate evaluation process must be put in place[2] 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. In general, the final situations are the most indicative of the student's level of competency development when it comes time to prepare a competency report.

Since the descriptions contained in the scales are relatively short, they cannot specify all the aspects that must be taken into account in making an assessment of competency development. Different evaluation tools apart from the competency scales (e.g. evaluation grids, checklists) are needed to gather more specific, complete information in order to give students feedback during the learning process and to provide a foundation for teachers' assessments. Since these are based on records attesting to the levels attained, it is important that teachers keep such records so that they can refer to them as needed.

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. Analysis of the observations makes it possible to obtain a portrait of the student's competency development, which 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 recorded data.

It is therefore important that students who are at risk of not progressing beyond the lower levels of the scale (1 and 2) be identified as early as possible, and given appropriate support. A pedagogical diagnosis and proposals for support measures could be provided along with the competency report in such a case (for example, within an individualized education plan).

In the interests of greater transparency, teachers are encouraged to familiarize the students and their parents with the scales, to ensure that they understand the competency level descriptions and the manner in which they will be used.

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2. The document *Evaluation of Learning at the Preschool and Elementary Levels – Framework* provides more detailed guidelines for the evaluation process.
See <http://www.mels.gouv.qc.ca/DGFJ/de/>.

**MAIN PRACTICES TO BE ESTABLISHED
FOR PREPARING COMPETENCY REPORTS**

- Provide the students with frequent and varied learning and evaluation situations to enable them to develop and demonstrate their competencies.

- Explain the scales and their purpose to students and parents.

- Keep sufficient information on student learning in accordance with the criteria of the Québec Education Program.

- Construct each assessment gradually and update it using the latest learning and evaluation situations.

- Make a general association between a student's competency and one of the levels on the scale, without carrying out a point-by-point comparison between the observations made and each of the statements for the level.

- Where called for, report more detailed information for certain students (e.g. those with an individualized education plan).

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PART II: THE SCALES

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Through reading, students encounter information, issues and ideas expressed by others in a variety of text types—artistic, literary, informative, pop culture and various combinations thereof. They synthesize ideas to develop critical judgment in light of their experiences with texts, and interpret texts through response and inquiry processes.

Students choose from a variety of texts written and/or produced for young readers, including media texts. This variety contributes to differentiation in teaching and learning. Evaluation of reading requires evidence of the interpretation of texts, reflection and critical judgment. This evidence is collected in the students' integrated literacy profiles. Throughout the cycle, teachers must present students with a variety of situations to develop and demonstrate competency in reading and listening to written, spoken and media texts, in accordance with the requirements of the Québec Education Program.

In particular, the following conditions should be put in place:

- integrated language arts contexts designed around complex tasks and inquiry

- choice of books and other varied texts to read

- collaboration and social interaction

5

Advanced competency development

Reads various text types including less familiar texts and those beyond own preferences. Assumes a critical stance when comparing texts. Considers issues, values, relationships, and social cultural settings to present a world view. Appreciates the authors' applications of structures and features and transfers them into own writing. Develops own procedures for research. Recommends and promotes preferred texts. Shares insights about own reading process.

4

Thorough competency development

Makes connections among texts and supports opinions/views with explanations. Compares and contrasts different texts (e.g. works by same author, works addressing similar themes, film versions of books, etc.). Uses structures and features of texts to shape meaning. Identifies stereotypes or prejudice/bias. Selects pertinent information from a variety of resources. Elaborates on structures and specific features of particular text types, (e.g. the patterns used within fantasy or realistic fiction). Describes strengths as a reader and sets reading goals.

3

Acceptable competency development

Self-selects appropriate texts and sustains efforts to read. Interprets visual information, including graphic organizers, charts, tables, etc. Collaborates with peers to interpret texts and asks questions to develop understanding. Returns to texts to locate relevant information. Explains use of strategies to construct meaning (e.g. rereads, reads ahead, formulates questions, etc.). Expresses own interests and preferences in reading and talks about self as reader in teacher-student conferences.

2

Partial competency development

Selects reading material according to interest and purpose. Responds orally to texts by relying on a familiar model. Uses preferred strategies with occasional assistance to make meaning of text. Talks about likes and dislikes and asks questions about read-aloud or viewed texts. Maintains a reading log of preferred texts.

1

Minimal competency development

Reads texts with support. Responds through talk to texts when invited, including media or texts read aloud. Depends on assistance to locate specific details or information. Uses teacher-suggested reading strategies to find meaning in texts. Indicates reading preferences based on interests when questioned.

In order to draw up a competency report, teachers must determine the competency levels attained by the students at the end of the cycle. Writing development requires that students share and offer feedback in order to revise and edit texts. Appropriate conditions permit students to develop a personal writing process through which they explore structures of different text types, purpose and audience for their writing, and use of language conventions. These conditions also contribute to differentiation in teaching and learning.

Evaluation of the competency requires evidence of use of different text types written for different purposes and audiences, including drafts and revisions, collected in an integral literacy profile. Throughout the cycle, teachers must present students with a variety of situations that enable them to develop and demonstrate their competency in writing for personal and social purposes, in accordance with the requirements of the Québec Education Program.

In particular, the following conditions should be put in place:

- integrated language arts contexts designed around complex tasks and inquiry

- choice of topics, text types, audience and purpose

- collaboration and social interaction

5

Advanced competency development

Organizes and extends texts to express/explain ideas and to inform and persuade wider audiences. Controls structures and features of different text types when crafting writing. Critiques own writing and applies effective strategies to revise and edit. Initiates peer and teacher conferences to give and receive feedback on writing. Discusses own growth in writing, noting strengths and needs. Justifies choices when selecting examples to include in student profile.

4

Thorough competency development

Writes different text types with purpose and audience in mind. Organizes the text to enhance meaning. Adjusts register (appropriate language use) to suit purpose and audience. Confers with peers/teacher to improve writing, and offers and responds to feedback. Applies strategies to edit and revise writing, (e.g. transfers to own writing structures observed through reading). Self-evaluates own progress and sets goals to improve writing.

3

Acceptable competency development

Identifies obvious structures and features of different text types. Experiments with different text types when writing for a known audience. Edits with reference to a familiar guide for language conventions (capitals, end punctuation, spelling and grammar.) Attempts simple revision in response to feedback (e.g. adds details, reviews beginnings and/or endings.) Completes selected pieces of writing for inclusion in student profile. Identifies basic accomplishments as a writer and sets simple goals.

2

Partial competency development

Produces for a known audience brief information-based texts that include essential elements of the text type, such as headings. Writes ideas in sequence. Shares writing when invited. Uses a familiar resource such as a list of common spelling challenges to edit writing, when prompted. Compares own writing with earlier pieces and discusses changes.

1

Minimal competency development

Produces narrative texts in simple language for a familiar audience. Relies on patterns of familiar texts to shape writing. Edits with one-on-one support. Talks about own writing when questioned. Selects writing, when prompted, for inclusion in student profile.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with many different situational problems that enable them to develop and demonstrate their competency in solving a situational problem related to mathematics, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle One, students begin learning how to solve situational problems. These problems should meet the following conditions:

- The procedure required to solve the situational problem is not obvious, since it involves choosing and combining a significant number of mathematical concepts and processes and using them in a new way.

- The situation focuses on obstacles to be overcome, which leads to a process of inquiry and involves using various strategies (strategies for understanding, organizing, solving, validating and communicating).

- The instructions do not suggest a procedure to be followed or the essential knowledge to be used.

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to adjust the complexity of learning and evaluation situations.

The parameters that can affect the complexity of a situational problem are as follows:

- the number of constraints involved

- the types of information involved

- the number of steps in the solution

- the number of mathematical concepts and processes involved and their complexity

(See Québec Education Program, pp. 142-143; pp. 150-154)

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5

Advanced competency development

Identifies all the relevant information and takes into account all the constraints. Determines all the steps involved and uses efficient strategies. Requires minimal assistance to clarify certain aspects of the situational problem. Uses the required mathematical concepts and processes and produces an accurate solution or one that contains minor errors (e.g. miscalculations, inaccuracies, omissions). Shows all of his/her work. Observes the rules and conventions of mathematical language. When required to account for his/her solution, explains and justifies all the steps involved.

4

Thorough competency development

Identifies all the relevant information and takes into account most of the constraints. Determines the main steps involved and uses effective strategies. Requires assistance to clarify certain aspects of the situational problem. Uses the main mathematical concepts and processes required and produces an appropriate solution containing few errors related to these concepts and processes. Shows some of his/her work. Observes the rules and conventions of mathematical language despite a few minor errors or omissions. When required to account for his/her solution, explains and justifies the main steps involved.

3

Acceptable competency development

Identifies the main relevant information and takes some of the constraints into account. Determines some of the steps involved and uses less effective strategies. Requires assistance to clarify many aspects of the situational problem. Uses some of the required mathematical concepts and processes and produces a solution containing errors related to these concepts and processes. Shows very little of his/her work, or his/her work is disorganized. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language. When required to account for his/her solution, explains some of the steps involved.

2

Partial competency development

Identifies some of the relevant information but takes very few of the constraints into account. Determines the most obvious steps involved but uses strategies that are not very appropriate. Requires assistance to clarify most aspects of the situational problem. Uses a few of the required mathematical concepts and processes and produces a partial solution containing several errors related to these concepts and processes. Shows work* consisting of isolated elements. Makes several errors related to the rules and conventions of mathematical language. Has difficulty explaining the simplest steps in his/her solution.

1

Minimal competency development

Identifies some of the information given in a situational problem without distinguishing between relevant and irrelevant information. Does not use certain information and uses inappropriate problem-solving strategies. Requires assistance to clarify every aspect of the situational problem. Uses mathematical concepts and processes that are not very appropriate and makes several major errors related to these concepts and processes. Show his/her work* if given a model or procedure to follow. Shows little or no concern for the rules and conventions of mathematical language. Has difficulty explaining the simplest steps of the given model or procedure.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with many different situational problems that enable them to develop and demonstrate their competency in solving a situational problem related to mathematics, in accordance with the requirements of the Québec Education Program.

A single generic scale has been developed for Elementary Cycles Two and Three. This scale must be used by taking into account the complexity and requirements of the situational problems in each cycle, as defined in the Québec Education Program. The situational problems used should meet the following conditions:

- The procedure required to solve the situational problem is not readily obvious, since it involves choosing a significant number of mathematical concepts and processes and using them in a new way.

- The situation focuses on obstacles to be overcome, which leads to a process of inquiry and involves using various strategies (strategies for understanding, organizing, solving, validating and communicating).

- The instructions do not suggest a procedure to be followed or the essential knowledge to be used.

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to adjust the complexity of learning and evaluation situations.

The parameters that can affect the complexity of a situational problem are as follows:

- the number of constraints involved

- the types of information involved

- the number of steps in the solution

- the number of mathematical concepts and processes involved and their complexity

(See Québec Education Program, pp. 142-143; pp. 150-154)

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5

Advanced competency development

Identifies all the relevant information and takes into account all the constraints. Determines all the steps involved and uses efficient strategies. Uses the required mathematical concepts and processes and produces an accurate solution or one that contains minor errors (e.g. miscalculations, inaccuracies, omissions). Validates the main steps in his/her solution and rectifies it, if necessary. Presents a clear, complete and structured solution. Observes the rules and conventions of mathematical language. When required to account for his/her solution, explains and justifies all the steps involved.

4

Thorough competency development

Identifies all the relevant information and takes into account most of the constraints. Determines the main steps involved and uses effective strategies. Uses the main mathematical concepts and processes required and produces an appropriate solution containing few errors related to these concepts and processes. Validates some of the steps in his/her solution and rectifies it, if necessary. Presents a complete and organized solution even though some of the steps are implicit. Observes the rules and conventions of mathematical language despite a few minor errors or omissions. When required to account for his/her solution, explains and justifies the main steps involved.

3

Acceptable competency development

Identifies the main relevant information and takes some of the constraints into account. Determines some of the steps involved and uses less effective strategies. Uses some of the required mathematical concepts and processes and produces a solution containing errors related to these concepts and processes. Validates certain operations. Presents an incomplete or disorganized solution. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language. When required to account for his/her solution, explains some of the steps involved.

2

Partial competency development

Identifies some of the relevant information but takes very few of the constraints into account. Determines the most obvious steps involved but uses strategies that are not very appropriate. Uses a few of the required mathematical concepts and processes and produces a partial solution containing several errors related to these concepts and processes. Presents a solution consisting of isolated and unstructured elements. Makes several errors related to the rules and conventions of mathematical language. Does not call his/her results into question. Has difficulty explaining the simplest steps in his/her solution.

1

Minimal competency development

Identifies some of the information given in a situational problem without distinguishing between relevant and irrelevant information. Does not use certain information and uses inappropriate problem-solving strategies. Uses mathematical concepts and processes that are not very appropriate and makes several major errors related to these concepts and processes. Has difficulty showing his/her work even if given a model or procedure to follow. Shows little or no concern for the rules and conventions of mathematical language. Has difficulty explaining the simplest steps of the given model or procedure.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with many different situations involving applications, which enable them to develop and demonstrate their competency in reasoning using mathematical concepts and processes, in accordance with the requirements of the Québec Education Program.

A single generic scale has been developed for all three cycles at the elementary level. This scale must be used by taking into account the complexity and requirements of the situations involving applications used in each cycle, as defined in the Québec Education Program. These situations involving applications should enable the students to:

- choose and apply the appropriate mathematical concepts and processes in presenting a solution that clearly demonstrates their reasoning

- justify a statement, check a result or a line of reasoning, take a position, provide a critical assessment or convince, using mathematical arguments.

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to adjust the complexity of situations involving applications.

The parameters that can affect the complexity of a situation involving applications are as follows:

- the number of mathematical concepts and processes involved

- the complexity of these concepts and processes

- the requirements associated with the justification to be provided

(See Québec Education Program, pp. 144-147; pp. 150-154)

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Advanced competency development

Takes every aspect of the situation into account. Chooses mathematical concepts and processes that enable him/her to meet the requirements of the situation efficiently. Applies the required mathematical concepts and processes appropriately. Presents a complete and structured procedure that clearly illustrates what he/she has done. Observes the rules and conventions of mathematical language. Uses rigorous mathematical arguments when required to support his/her conclusions or results.

4

Thorough competency development

Takes the essential aspects of the situation into account. Chooses mathematical concepts and processes appropriate to the situation. Applies the required mathematical concepts and processes appropriately, but makes minor errors (e.g. miscalculations, inaccuracies, omissions). Presents a complete and organized procedure that clearly illustrates what he/she has done, even though some of the steps are implicit. Observes the rules and conventions of mathematical language despite some minor errors or omissions. Uses appropriate mathematical arguments when required to support his/her conclusions or results.

3

Acceptable competency development

Takes the important aspects of the situation into account. Chooses mathematical concepts and processes appropriate to the situation. Applies the required mathematical concepts and processes, making few conceptual or procedural errors. Presents a procedure that is poorly organized or unclear, making it difficult to see what he/she has done. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language. Uses rudimentary mathematical arguments when required to support his/her conclusions or results.

2

Partial competency development

Takes few aspects of the situation into account. Chooses very few mathematical concepts and processes that are appropriate to the situation. Applies the required mathematical concepts and processes, but makes several conceptual or procedural errors. Presents a procedure consisting of isolated elements or shows little or no work that illustrates what he/she has done. Makes several errors related to the rules and conventions of mathematical language. Uses largely inappropriate mathematical arguments when required to support his/her conclusions or results.

1

Minimal competency development

Takes into account aspects of the situation that are of little or no relevance to the task at hand. Chooses mathematical concepts and processes that are largely or entirely inappropriate to the situation. Applies the required mathematical concepts and processes, but makes several major errors. Shows work that is unrelated to the situation or does not show any work. Uses the elements of mathematical language inappropriately. Uses arguments that are erroneous or unrelated to the situation when required to support his/her conclusions or results.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with many different situations that enable them to develop and demonstrate their competency in communicating by using mathematical language, in accordance with the requirements of the Québec Education Program.

A single generic scale has been developed for all three cycles at the elementary level. This scale must be used by taking into account the complexity and requirements of the situations in each cycle, as defined in the Québec Education Program. These situations involving communication should enable the students to:

- use various types of representation (objects, drawings, graphs, symbols, words, tables, diagrams)

- use appropriate mathematical language

When teachers plan their instructional approaches to ensure or assess the development of this competency, they take into account a certain number of parameters in order to adjust the complexity of situations involving communication.

The parameters that can affect the complexity of a situation involving communication are as follows:

- the type(s) of representation involved

- the need to switch from one type of representation to another

- the work involved in processing the information in the message

- the mathematical concepts and processes involved

- the context of the message

- the target audience

(See Québec Education Program, pp. 148-154)

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Advanced competency development

5 Analyzes a mathematical message, taking into account all the relevant elements. Extracts the most relevant data after processing the given information. Uses the mathematical concepts and processes most relevant to the subject of the message. Produces a mathematical message consisting of clear, precise and coherent ideas. Rigorously uses the elements of mathematical language (e.g. vocabulary, symbols, types of representation) and everyday language to express his/her ideas. Observes the rules and conventions of mathematical language.

Thorough competency development

4 Analyzes a mathematical message, taking into account the main relevant elements. Extracts correct data after processing the given information. Uses the mathematical concepts and processes appropriate to the subject of the message. Produces a mathematical message consisting of clear and correct ideas. Uses many elements of mathematical language (e.g. vocabulary, symbols, types of representation) and everyday language appropriately to express his/her ideas. Observes the rules and conventions of mathematical language despite a few minor errors or omissions.

Acceptable competency development

3 Analyzes a mathematical message, taking into account some of the important elements. Extracts some correct data after processing the given information. Uses some of the mathematical concepts and processes appropriate to the subject of the message. Produces a rudimentary and poorly organized mathematical message that includes some correct ideas. Uses some elements of mathematical language (e.g. vocabulary, symbols, types of representation) and everyday language appropriately to express his/her ideas. Makes some errors or is sometimes inaccurate with regard to the rules and conventions of mathematical language.

Partial competency development

2 Analyzes a mathematical message, taking few of the important elements into account. Extracts largely irrelevant or more or less accurate data after processing the given information. Uses few mathematical concepts and processes appropriate to the subject of the message. Produces an incomplete and confusing mathematical message consisting of largely inappropriate ideas. Uses the elements of mathematical language (e.g. vocabulary, symbols, types of representation) and everyday language in a largely inappropriate manner to express his/her ideas. Makes several errors related to the rules and conventions of mathematical language.

Minimal competency development

1 Analyzes a mathematical message without taking its mathematical aspect into account. Extracts incorrect or inappropriate data after processing the given information. Uses mathematical concepts and processes that are not very or not at all appropriate to the subject of the message. Produces a mathematical message consisting of many ideas that are incorrect or unrelated to the situation. Makes little or no use of the elements of mathematical language (e.g. vocabulary, symbols, types of representation) to express his/her ideas or uses mathematical language inappropriately. Shows little or no concern for the rules and conventions of mathematical language.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in science and technology, in accordance with the requirements of the Québec Education Program (p. 167).

In science and technology, the approach chosen should:

- enable students to handle, observe, experiment with, analyze or design objects
- help students to learn concepts pertaining to science and technology
- enable students to consider a procedure before one is presented
- foster teamwork in order to enable students to compare different points of view
- enable students to make connections with everyday situations

In Elementary Cycle Two, students are still becoming familiar with the different approaches in science and technology (observation, experimentation, design and analysis). The teacher should therefore offer help, make suggestions and guide students at each stage of the process. The situations should:

- be sufficient in number to cover the three main areas dealt with in the program (the material world, Earth and Space, and living things)
- involve problems requiring a relatively simple approach
- involve problems that draw on concepts selected on the basis of students' prior learning and that are more closely related to their immediate environment
- enable students to use simple, concrete strategies specific to science and technology
- include a variety of appropriate evaluation tools adapted to the context

In Elementary Cycle Three, students are more familiar with the approaches and concepts in the Science and Technology program. They are more autonomous and provide partial answers at each step of the process, but individual, team or group reflection is still necessary to provide guidance. The situations should:

- be sufficient in number to cover the three main areas dealt with in the program (the material world, Earth and Space, and living things)
- involve problems that are related to a broader environment and that require students to draw on concepts specific to Cycle Three
- involve problems that require students to gather, process and analyze data
- enable students to use a repertoire of strategies
- include a variety of appropriate evaluation tools adapted to the context.

SCIENCE AND TECHNOLOGY
COMPETENCY 1: TO PROPOSE EXPLANATIONS FOR OR SOLUTIONS TO SCIENTIFIC OR TECHNOLOGICAL PROBLEMS

Cycles Two and Three

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Advanced competency development

Clearly and completely reformulates the problem to be solved, taking into account its relevant elements. Formulates one or two preliminary and relevant explanations or solutions. Carefully organizes the implementation of the approach and rigorously applies it. Seeks documentation other than that provided. Gathers and represents adequate data in an organized and precise manner. Observes and describes difficulties, and proposes appropriate changes to the approach. Proposes explanations or solutions related to the problem and justifies them using his/her data and the targeted concepts. Contributes significantly to the approach in group discussions and suggests new science and technology projects.

4

Thorough competency development

Reformulates the problem to be solved, taking into account most of its relevant elements. Formulates a preliminary explanation or solution. Organizes the implementation of the approach, uses the documentation provided and chooses the appropriate materials. Applies the approach, referring to the steps defined. Gathers and represents appropriate data. Observes difficulties and proposes adjustments as needed. Provides explanations or solutions to the problem, referring to some of his/her data and certain targeted concepts. Participates in group discussions.

3

Acceptable competency development

Copies the elements of the problem or reformulates them, taking into account a few relevant elements. Formulates a preliminary explanation or solution taking certain constraints into account. Partially plans the approach and appropriately chooses some of the materials. Applies the approach with the help of classmates or the teacher. Partially gathers or represents data. Observes difficulties but does not propose adjustments. Provides elementary explanations or solutions. Demonstrates an understanding of the basic concepts targeted by the situations in his/her explanations. Contributes to group discussions if asked.

2

Partial competency development

Describes the problem, referring mostly to irrelevant elements. Provides an unrealistic preliminary explanation or solution or one that is unrelated to the problem. Chooses materials at random. Plans an inappropriate approach or implements it in a manner inconsistent with the steps defined. Gathers or represents data with little relevance to the problem. Modifies his/her approach impulsively or persists in an unproductive approach despite difficulties. Provides explanations or solutions that are not related to science and technology. Demonstrates an inadequate understanding of the targeted concepts in his/her explanations.

1

Minimal competency development

Presents isolated and irrelevant elements in an attempt to reformulate the problem. Implements an approach unrelated to the problem or carries out the simplest steps of the approach with constant support. Gives up when he/she encounters difficulties.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing short scenes, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle One, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- become acquainted with the creative process

- do spontaneous improvisation using marionettes

- do spontaneous improvisation using the body and voice and a variety of performance aids

- explore structures, elements of performance technique and elements of drama

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in pairs and sometimes individually

- talk about aspects of their creative experience

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Advanced competency development

Demonstrates originality in presenting productions based on the stimulus for creation. Improves a scene based on elements proposed by his/her teammates. Invents characters using a variety of elements of performance technique and dramatic language. Uses different elements of drama in his/her production, based on the features of the story.

4

Thorough competency development

Uses elements of dramatic language, performance technique and drama in his/her production, based on the features of the character and the story. Identifies the elements that do not work so well and suggests new ideas. Talks about his/her creative experience.

3

Acceptable competency development

Presents productions related to the stimulus for creation. Proposes elements of dramatic language with little relation to the features of the character or the story. Highlights a feature of the character using elements of theatre technique or dramatic language. Combines few elements in his/her production and develops the story based on a simple structure (beginning and development, or beginning and ending). Talks about aspects of his/her creative experience.

2

Partial competency development

Makes few connections between the features of the character and the story. Uses a few simple elements of theatre technique and uses relatively undeveloped locomotory movements in his/her creations. With the teacher's help, talks about aspects of his/her creative experience.

1

Minimal competency development

Randomly uses a few elements of dramatic language in his/her productions and strays from the features of the character or story.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing short scenes, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Two, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- take into account the steps in the creative process

- do spontaneous and prepared improvisation using clown performance and shadow theatre

- do spontaneous improvisation using the body and voice and a variety of performance aids

- use structures, elements of performance technique and elements of drama

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work individually, in pairs and in teams of three

- describe their creative experience and identify what they learned from it

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5

Advanced competency development

Demonstrates originality in presenting productions based on the stimulus for creation. Uses a variety of elements of dramatic language to create his/her character and proposes specific actions that contribute to story development. Points out and uses ideas suggested by his/her teammates. Makes appropriate use of elements of performance technique and drama. Presents original productions made up of a combination of elements. Describes what he/she learned during his/her creative experience.

4

Thorough competency development

Uses elements of dramatic language appropriate to the main features of the character and takes into account his/her classmates' ideas in story development. Uses elements of dramatic language, performance technique and drama based on the features of the character and the story. Makes several attempts to create an organized and continuous story. Adds the elements needed to improve his/her productions. Describes his/her creative experience.

3

Acceptable competency development

Presents productions which, overall, are related to the stimulus for creation. Proposes elements of dramatic language more or less related to the features of the character and story. Uses the main elements of theatre technique and some elements of drama. Presents productions which, overall, are consistent with the story development. Describes aspects of his/her creative experience.

2

Partial competency development

Roughs out creations based on his/her initial idea. Establishes few connections with the features of the character or story. Makes limited use of elements of performance technique and chooses a costume element or attitude for his/her characterization. With the teacher's help, talks about a step in his/her creative experience.

1

Minimal competency development

Undertakes creative projects with the constant support of the teacher. Uses elements of dramatic language with little or no relation to the features of the character or story.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing short scenes, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- use each step in the creative process

- do spontaneous improvisation using the body and voice and a variety of performance aids

- do spontaneous and prepared improvisation using masks

- use structures, elements of performance technique and elements of drama

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in teams of three or four or individually

- describe what they learned and how they learned it

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5

Advanced competency development

Demonstrates originality in presenting productions based on the stimulus for creation. Writes a basic storyline with a beginning, development and ending. Personalizes a variety of elements of dramatic language to create his/her characters, integrating physical and psychological features. Combines elements of dramatic language, performance technique and drama. Stimulates his/her team by listening attentively and organizes the ideas chosen. Demonstrates initiative and autonomy in the creative process. Describes his/her creative experience, identifying the strategies used, as well as his/her strengths and weaknesses.

4

Thorough competency development

Presents structured productions, proposes a variety of ways of improving his/her creation and perseveres despite difficulties. Makes creative use of available costume elements and simple props in relation to the stimulus for creation. Creates well-defined characters in well-developed stories. Uses elements of dramatic language, performance technique and drama based on the features of the character and story. Corrects certain aspects of his/her creation at his/her classmates' suggestion. Describes his/her creative experience and what he/she learned.

3

Acceptable competency development

Submits simple storylines and presents productions related to the stimulus for creation. Uses elements of dramatic language based on the features of the character and story. Uses elements of performance technique or drama. Organizes the elements and respects the story development. Describes the main aspects of his/her creative experience.

2

Partial competency development

Roughs out scenes based on his/her initial idea and presents a scene that is somewhat related to the stimulus for creation. Makes few connections with the features of the character and story. Introduces utilitarian objects into the performance area and organizes space based on the team's decisions. Observes basic performance conventions in improvisation situations. Performs his/her tasks with help. Summarily describes an aspect of his/her creative experience.

1

Minimal competency development

Undertakes the creative project with help. Presents a rough creation. Uses elements of dramatic language with little or no relation to the features of the character or story.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in producing individual works in the visual arts, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle One, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- become acquainted with the creative process

- transform materials using a two- or three-dimensional space (in the round), working from memory

- explore the gestures, tools and language of the visual arts

- become familiar with gestures, traditional and digital tools, the language of visual arts and the organization of space

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work individually and sometimes in teams

- talk about aspects of their creative experience

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5

Advanced competency development

Presents original productions enhanced by complementary elements. Uses elements of the language of visual arts in a variety of ways. Explores the properties of materials by using spontaneous gestures that help enhance his/her productions. Personalizes the organization of space.

4

Thorough competency development

Translates the stimuli for creation into individual productions. Uses appropriate gestures for the materials and uses elements of the language of visual arts to express his/her creative idea. Organizes space in such a way as to express his/her idea explicitly. Talks about his/her creative experience.

3

Acceptable competency development

Presents productions which, overall, are related to the stimulus for creation. Uses spontaneous gestures to explore materials. Organizes space adequately and uses elements of the language of visual arts. Finishes his/her projects and talks about aspects of his/her creative experience.

2

Partial competency development

Presents productions that are partially related to the stimulus for creation. With the teacher's help, explores the properties of materials. Chooses few elements of the language of visual arts and organizes them poorly in space. With the teacher's help, talks about aspects of his/her creative experience.

1

Minimal competency development

Undertakes creative projects with the constant support of the teacher. Explores materials using imprecise gestures. Randomly distributes elements in space.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in producing individual works in the visual arts, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Two, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- take into account the steps in the creative process

- transform materials using a two- or three-dimensional space (in the round and in low relief), working from memory and observation

- use gestures, tools and the language of visual arts

- use a variety of traditional and digital tools, and materials that are difficult to transform

- combine the elements of the language of visual arts in a coherent manner

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work individually and sometimes in teams

- describe meaningful aspects of their creative experience

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5

Advanced competency development

Presents original productions, enhanced by complementary elements. Works with materials, using gestures that give shape and expression to his/her idea. Demonstrates originality in using elements of the language of visual arts. Demonstrates initiative and autonomy in the creative process.

4

Thorough competency development

Translates the stimuli for creation into individual productions. Works with the available materials, using precise gestures. Chooses elements of the language of visual arts and organizes space in such a way as to express his/her creative idea. Describes his/her creative experience and what he/she learned.

3

Acceptable competency development

Presents productions which, overall, are related to the stimulus for creation. Uses adequate gestures to work with materials. Develops his/her productions using elements of the language of visual arts in relation to his/her creative idea. Uses one or more ideas suggested during the development of the stimulus for creation. Organizes space appropriately and finishes his/her projects. Describes aspects of his/her creative experience.

2

Partial competency development

Roughs out creations based on his/her initial idea. Makes partial use of materials, using imprecise gestures. Uses a few elements of the language of visual arts, some of which are related to his/her idea. Organizes some elements in space, in a poorly developed manner. With the teacher's help, talks about a few aspects of his/her creative experience.

1

Minimal competency development

Undertakes creative projects with the constant support of the teacher. Randomly distributes in space elements with little relation to the stimulus for creation. With the constant support of the teacher, uses gestures to explore the properties of materials.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in producing individual works in the visual arts, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- experience each step in the creative process

- transform materials using a two- or three-dimensional space (in the round, low relief and high relief), working from memory, observation or imagination

- use gestures, tools and the language of visual arts

- use a variety of elements of the language of visual arts and complex spatial organization

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work individually and sometimes in teams

- describe what they learned and how they learned it

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VISUAL ARTS
COMPETENCY 1: TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ARTS

5

Advanced competency development

Demonstrates originality in presenting productions based on the stimulus for creation. Makes judicious use of materials and uses controlled gestures to enhance his/her productions by adding expressive effects. Demonstrates originality in expressing his/her ideas and developing productions using a variety of elements of the language of visual arts. Demonstrates initiative and autonomy in the creative process.

4

Thorough competency development

Translates the stimuli for creation into individual productions. Uses a variety of elements of the language of visual arts and the appropriate gestures to express his/her creative ideas. Takes into account his/her classmates' ideas in group creations. Describes his/her creative experience, the strategies used and what he/she learned.

3

Acceptable competency development

Presents productions related to the stimulus for creation. Uses adequate gestures to work with materials. Uses different elements of the language of visual arts from one creation to the next. Balances or organizes elements in space to give shape to his/her idea and finishes his/her projects. Describes aspects of his/her creative experience.

2

Partial competency development

Makes partial use of the available materials. Uses a limited number of elements of the language of visual arts that contribute little to the development of his/her ideas. Organizes a few elements in space, in a poorly developed manner. With the teacher's help, talks about a few aspects of his/her creative experience.

1

Minimal competency development

Undertakes creative projects with the constant support of the teacher. Explores materials using poorly controlled gestures. Presents a production whose elements are randomly positioned in space.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing dances, in accordance with the requirements of the Québec Education Program.

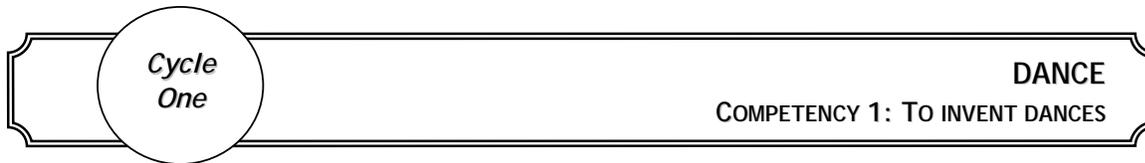In Elementary Cycle One, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- become acquainted with the creative process

- improvise based on a suggested structure and compose a sequence of movements using a variety of performance aids

- explore structures, elements of dance language and movement technique

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work with a partner and sometimes individually

- talk about aspects of their creative experience

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5 | **Advanced competency development**

Enhances his/her productions using complementary ideas. Uses a variety of elements of dance language and movement technique, organizing them in a coherent manner. Uses the whole body and strives to demonstrate originality.

4 | **Thorough competency development**

Uses elements of dance language, mainly locomotory and nonlocomotory movements, and combines them with simple elements of movement technique. Uses a composition procedure to develop his/her dances. Chooses elements of dance language, such as coming together or staying together, to establish a relationship between partners. Uses the available space based on the suggested improvisation structures. Identifies the elements that do not work so well and suggests new ideas. Talks about aspects of his/her creative experience.

3 | **Acceptable competency development**

Finishes his/her projects and presents short productions related to the stimulus for creation. Invents a start position and a final position. Integrates gestures and a few global movements into his/her dances. Talks about aspects of his/her creative experience.

2 | **Partial competency development**

Makes few connections between his/her production and the stimulus for creation. Uses the same elements of dance language from one production to the next. Imitates other people's movement ideas. With the teacher's help, talks about aspects of his/her creative experience.

1 | **Minimal competency development**

Makes barely perceptible use of elements of dance language in his/her productions and places them randomly.

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In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing dances, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Two, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- take into account the steps in the creative process

- do spontaneous improvisation and improvisation based on a suggested structure

- compose at least two sequences of movements

- use a variety of performance aids (playthings, simple props, costume elements, body percussion, voice, musical accompaniment and sound-producing objects)

- use structures, elements of dance language and movement technique

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work with a partner or in a small team and sometimes individually

- talk about aspects of their creative experience and identify what they learned from it

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Advanced competency development

5
Presents productions made up of imaginative combinations of elements of dance language and enhances them using original complementary ideas. Uses the suggestions of his/her teammates. Uses his/her skills to improve his/her productions and describes what he/she learned during the creative experience.

Thorough competency development

4
Varies the elements of dance language based on the different stimuli for creation. In improvisation and composition situations, uses the entire body and strives to demonstrate originality. Integrates a variety of original gestures and movements into his/her creations. Makes several attempts to organize his/her sequences of movements. Uses composition procedures and introduces transitions.

Acceptable competency development

3
Presents productions which, overall, are related to the stimulus for creation. Uses one or more ideas suggested during the development of the stimulus for creation. Experiments with elements of dance language and respects a given structure in his/her creations. Presents productions made up of sequences of movements demonstrating the use of at least one composition procedure. Describes elements of his/her creative experience.

Partial competency development

2
Roughs out dances based on his/her initial idea. Uses actions in his/her dances but uses only isolated parts of the body. Adopts a start position and a final position related to the stimulus for creation. Imitates the other teams' movements and repeats the same sequence of movements from one production to the next.

Minimal competency development

1
Undertakes creative projects with the constant support of the teacher. Uses a limited range of elements of dance language and proposes approximate and stereotyped movements. Talks briefly about some aspects of his/her creative experience in response to the teacher's questions.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing dances, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- use each step in the creative process

- do spontaneous improvisation and improvisation based on a suggested structure

- compose a dance using a combination of sequences of movements

- use a variety of performance aids (playthings, simple props, costume elements, body percussion, voice, musical accompaniment and sound-producing objects)

- use structures, elements of dance language and movement technique

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in a small team and sometimes individually

- describe what they learned and how they learned it

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Advanced competency development

5 Presents productions enhanced using expressive elements. Appropriately combines several elements of dance language, using the appropriate elements of technique. Shows imagination in his/her use of different composition procedures and presents dances whose structures are coherent. Demonstrates initiative and autonomy in the creative process. Stimulates his/her team by listening attentively and organizes the ideas chosen. Describes his/her creative experience and the strategies used.

Thorough competency development

4 Demonstrates originality in translating the stimuli for creation. Integrates several elements of dance language into his/her production. Makes appropriate use of elements of technique. Organizes the elements of his/her dances, varying his/her use of composition procedures. Proposes various ways of improving his/her creation and perseveres despite difficulties. Describes his/her creative experience and what he/she learned.

Acceptable competency development

3 Organizes and presents productions related to the stimulus for creation and including a few combinations of simple elements of dance language. Makes adequate use of composition procedures. Becomes involved and produces movements in improvisation situations. Describes the main elements of his/her creative experience.

Partial competency development

2 Uses elements of dance language and makes a few connections between the dance and the creative idea. Suggests movements without taking elements of technique into account. Randomly juxtaposes movements. With the teacher's help, talks about an aspect of his/her creative experience.

Minimal competency development

1 Undertakes the task with help and presents a rough creation. Uses elements of musical language and sound sources with little or no relation to the stimulus for creation. Produces a series of gestures and movements without structure.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing vocal or instrumental pieces, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle One, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- become acquainted with the creative process

- improvise, arrange or compose using a variety of sound sources: the body, the voice, objects and simple percussion instruments

- explore elements of musical language (e.g. intensity, duration, pitch, tone colour, quality of sound) and techniques (e.g. posture, form), sound sources and structures (form, tempo, rhythmic and melodic organization)

- explore the following composition procedures: question and answer, contrast, and reproduction of sound

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in small teams and sometimes individually

- talk about aspects of their creative experience

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5 **Advanced competency development**

Demonstrates originality in presenting productions based on the stimulus for creation. Uses a variety of elements of musical language. Uses elements of structure and a composition procedure and strives to demonstrate originality in his/her production.

4 **Thorough competency development**

Uses sound sources and elements of technique to effectively express his/her creative ideas. Explores different forms of rhythmic organization and correctly uses a composition procedure. Identifies the elements that do not work so well and suggests new ideas. Talks about his/her creative experience.

3 **Acceptable competency development**

Presents productions related to the stimulus for creation. Works with ideas, using elements of musical language. Uses simple sound sources. Talks about aspects of his/her creative experience.

2 **Partial competency development**

Explores sound sources with little relation to the stimulus for creation and presents an incomplete production. Uses a composition procedure with the teacher's help. With the teacher's help, talks about aspects of his/her creative experience.

1 **Minimal competency development**

Presents productions unrelated to the stimulus for creation. Randomly uses elements of musical language and sound sources.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing vocal or instrumental pieces, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Two, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- take into account the steps in the creative process

- improvise, arrange or compose using a variety of sound sources: the body, the voice, objects, simple percussion instruments, melodic instruments and instruments based on information and communications technologies

- use elements of musical language (e.g. intensity and dynamics, duration, pitch, tone colour, quality of sound) and techniques (e.g. posture, form), sound sources and structures (form, tempo, rhythmic and melodic organization)

- use repetition and the composition procedures introduced in Cycle One

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in small teams and sometimes individually

- describe their creative experience and identify what they learned from it

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5 **Advanced competency development**

Enhances his/her productions using complementary ideas and judiciously combines certain musical elements. Demonstrates originality in using a variety of elements of musical language to express his/her creative ideas. Describes what he/she learned during the creative experience and justifies his/her choices.

4 **Thorough competency development**

Spontaneously explores different avenues and combines appropriate elements of musical language based on the stimulus for creation. Chooses a variety of sound sources and elements of technique that effectively translate the creative ideas. Adds the elements needed to improve his/her creations. Describes his/her creative experience.

3 **Acceptable competency development**

Presents productions which, overall, are related to the stimulus for creation. Selects elements of musical language and sound sources to express his/her creative ideas. Uses elements of technique. Uses elements of structure and a composition procedure in his/her creations. Translates the main elements of the creation into sound. Describes aspects of his/her creative experience.

2 **Partial competency development**

Uses a composition procedure with the help of classmates or the teacher. Randomly combines musical elements in his/her productions. With the teacher's help, talks about a step of his/her creative experience.

1 **Minimal competency development**

Undertakes creative projects with the constant support of the teacher. Presents productions with little relation to the stimulus for creation. Randomly uses elements of musical language and sound sources.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in inventing vocal or instrumental pieces, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations should enable students to do the following:

- make use of various age-adapted stimuli for creation

- use each step in the creative process

- improvise, arrange or compose using a variety of sound sources: the body, the voice, objects, percussion instruments, melodic instruments and instruments based on information and communications technologies

- use elements of musical language (e.g. intensity and dynamics, duration, pitch, tone colour, quality of sound) and techniques (e.g. posture, form), sound sources and structures (form, tempo, rhythmic and melodic organization)

- use the following composition procedures: reproduction of sound, collage, ostinato and mirror

- enhance their creations by drawing on cultural references (e.g. meetings with artists, a range of documentation)

- work in small teams and sometimes individually

- describe what they learned and how they learned it

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Advanced competency development

5 Enhances his/her productions using complementary ideas and judiciously combines certain musical elements. Demonstrates originality in the personalized use of a variety of elements of musical language. Uses sound sources and elements of technique in a judicious and unusual manner. Uses instruments or his/her voice to create new sounds and refines them. Demonstrates initiative and autonomy in the creative process. Precisely describes his/her creative experience and the strategies used.

Thorough competency development

4 Spontaneously explores different avenues and uses appropriate elements of musical language to express his/her creative ideas. Chooses sound sources and justifies his/her choices, and reuses elements of technique related to the stimulus for creation. Combines and joins musical elements and comfortably uses one or more composition procedures in his/her productions. Adds the elements needed to improve his/her creations. Describes his/her creative experience and what he/she learned.

Acceptable competency development

3 Presents productions related to the stimulus for creation. Develops a brief plan for his/her productions. Chooses elements of musical language and sound sources to express his/her creative ideas. Combines musical elements in a simple fashion. Uses elements of structure and a composition procedure in his/her creations. Describes the main aspects of his/her creative experience.

Partial competency development

2 Chooses elements of musical language with little relation to the stimulus for creation. Systematically uses simple sound sources to translate his/her ideas. With the help of classmates or the teacher, combines simple elements of musical language and uses a composition procedure. Creates a partial production and produces a rudimentary score.

Minimal competency development

1 With help, chooses sound sources and participates in some steps of the creative process. Uses elements of musical language and sound sources with little or no relation to the stimulus for creation. Has difficulty talking about his/her creative experience when asked by the teacher.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations offered should enable students to do the following:

- experience situations adapted to their level of development in different types of physical activity

- become more aware of their bodies and of their physical environment

- move with confidence

- behave in a safe manner, following ethical rules

- improve the quality of their performances by studying different cultural references, such as different sporting events, types of clothing, sporting practices at home and abroad, and a variety of information sources

- describe their experience and identify what they have learned

Note:

This scale is made up of elements that could be applied to all three cycles and other elements specific to Elementary Cycle Three.

Definition of terms found in the scales

- Movement sequences: the performance, one after the other, of several movement skills (locomotor, nonlocomotor or manipulation) in a predetermined order (e.g. gymnastics routine)
- Combination of movement skills: the simultaneous performance of two movement skills involving different parts of the body (e.g. passing while in motion, moving on a cylinder and juggling)
- Phases of movement: the movement of a body part or limb in relation to another body part or limb (e.g. armed, pushed, released)
- Requirements: number of observable elements to be considered in a learning and evaluation situation
- Constraints: time and space restrictions on the context for performing a task
- Records: audiovisual records, written documents, interviews, etc..

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Advanced competency development

5 Uses prior learning to identify several different ways of performing a task and anticipates results based on these choices. Performs movement sequences with regularity. Takes steps with others or the teacher to ensure his/her own safety and that of others during physical activity.

Thorough competency development

4 Uses different resources appropriate to the type of physical activity. Chooses and plans relevant movement sequences, taking into account several constraints and requirements associated with the tasks. Performs movement skills and sequences with control and flow. If necessary, adjusts movements and justifies his/her choices. Using records, appropriately evaluates his/her entire process and results to determine desirable improvements and elements worth keeping. Identifies learning that can be transferred to other tasks or types of physical activity. Follows safety and ethical rules. Communicates using appropriate terminology.

Acceptable competency development

3 Uses different resources suggested by the teacher to choose and plan his/her movement sequences while taking into account certain constraints and requirements associated with the tasks. Combines different movement skills, performs them in sequence, and performs phases of movement specific to the different types of physical activity. Leaves out or spends too much time on one or more parts of the movement sequences. Evaluates his/her process based on successes and difficulties, and makes some suggested adjustments. In general, follows safety rules.

Partial competency development

2 Needs help with one or more parts of the process. Performs sequences with pauses or occasionally slows down. Performs movement skills with occasional uncertainty. With help, identifies some successes and difficulties, using tools provided by the teacher, such as videos, student notebooks, interviews, etc., to improve his/her performance. Perseveres in some parts of the process despite difficulties.

Minimal competency development

1 Needs constant help with each part of the process. Performs locomotor, nonlocomotor and manipulation skills that present few challenges or links with the goal of the activity. Performs one movement skill at a time, often without control. Often randomly changes the sequence of movements.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations offered should enable students to do the following:

- experience situations adapted to their level of development in different types of physical activity

- relate to others; work with the class or with a team

- develop a variety of action plans, make adjustments and synchronize their movements with those of others, communicate with others

- behave in a safe manner, following ethical rules

- improve the quality of their performances, collaboration and action plans by studying different cultural references, such as different sporting events, types of clothing, sporting practices at home and abroad, and a variety of information sources

- describe their experience and identify what they have learned

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Advanced competency development

5 Develops an action plan, taking into account the strengths and difficulties of his/her peers. Adapts his/her movements to accommodate the unforeseeable aspects of the activity, taking into account the strategies outlined in the action plan. If necessary, suggests possible ways to adapt the strategies to the physical activity. Takes steps with others or the teacher to ensure his/her own safety and that of others during physical activity.

Thorough competency development

4 Uses different resources appropriate to the type of physical activity. Suggests strategies to be included in the action plan, listens attentively to others and agrees with peers on a shared strategy. Appropriately performs offensive, defensive and cooperative strategies. Transmits, to both allies and adversaries, messages suited to the situation at key moments and is receptive to their messages. Using records, appropriately evaluates his/her entire process and results to determine desirable improvements and elements worth keeping. Identifies learning that may be transferred to other tasks or types of physical activity. Follows safety and ethical rules. Communicates using appropriate terminology.

Acceptable competency development

3 Uses different resources suggested by the teacher to develop an action plan and takes into account certain constraints and requirements associated with the tasks. Performs offensive, defensive and cooperative actions to play his/her role as set out in the action plan. Using his/her judgment, repeats some of the individual and collective actions of peers. Evaluates the action plan, his/her role and participation based on successes and difficulties, and makes some suggested adjustments. In general, follows safety rules.

Partial competency development

2 Needs help with one or more parts of the process. Agrees with the ideas suggested by peers when developing the action plan. Applies the strategies set out in the action plan, performing a few offensive, defensive or cooperative actions. Plays his/her role with support from peers. With help, identifies some successes and difficulties, using tools provided by the teacher, such as videos, student notebooks, interviews, etc., to improve his/her performance, cooperation and the action plan. Perseveres in some parts of the process despite difficulties.

Minimal competency development

1 Needs constant help with the process from peers or the teacher. Performs movements without considering the action plan. Takes a position that does not suit his/her role. Does not move efficiently.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations offered should enable students to do the following:

- consult different sources of information about the effects of their lifestyle habits on their health and well-being

- take responsibility for their physical health and well-being, in the long term

- improve the quality of their reflections by studying different cultural references, such as different recreational activities, types of clothing, sporting practices at home and abroad, and a variety of information sources

- practise a physical activity alone, sometimes with a peer, in a small group or with a family member

- behave in a safe manner, following ethical rules

- describe what they have learned and how

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5 | **Advanced competency development**

Raises questions about different health-related subjects and makes connections between his/her lifestyle habits and their effects on his/her health and well-being. Sets objectives beyond established requirements. Demonstrates that he/she has incorporated healthy behaviour and regular physical activity into a personal daily routine. Identifies learning that could be applied to the other two competencies of the Physical Education and Health program.

4 | **Thorough competency development**

Drawing on different resources, expresses an opinion on subjects connected to health and well-being. Develops a plan to practise physical activities and uses strategies to improve or modify a lifestyle habit. Shows progress or maintains the same level in several areas of physical fitness following previous evaluations. Using records, appropriately evaluates his/her entire process and recorded results to identify desirable improvements and elements worth keeping. Communicates using appropriate terminology.

3 | **Acceptable competency development**

Drawing on resources suggested by the teacher, makes connections between factors that could positively or negatively affect his/her lifestyle habits. Sets an appropriate objective to develop a plan and briefly explains its requirements. Evaluates his/her process based on successes, difficulties and objectives to show that he/she has improved or maintained a lifestyle habit and regularly practised physical activities; makes some suggested improvements.

2 | **Partial competency development**

With help, sets an objective to practise regular physical activities and another to develop a plan to improve or maintain a lifestyle habit. With help, writes in the plan some actions to be taken to meet his/her objectives. Shows progress or maintains the same level in one area of physical fitness following previous evaluations. With help, identifies successes and difficulties using tools provided by the teacher, such as videos, student notebooks, interviews, etc., to improve or maintain a lifestyle habit and regularly practise physical activities. Perseveres in some parts of the process despite difficulties.

1 | **Minimal competency development**

Needs constant help with each part of the process. Shows little commitment to improving or maintaining a lifestyle habit and regularly practising physical activities.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency to reflect on ethical questions that deal with the needs of humans and other living beings, the interdependence that exists between them and the demands of such interdependence, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle One, the situations offered should enable students to do the following:

- describe a situation and put it into context

- recognize some references in a point of view

- identify an option or possible action that is suitable for a given situation

- work in interaction with their peers or by themselves

- use a limited number of explicit resources provided by the teacher

- use appropriate strategies for handling a situation

Advanced competency development

5 Indicates similarities and differences between different situations. Identifies conflicting values and norms in an ethical question. Proposes pertinent references that are not explicitly mentioned in the situation. Suggests actions that are effective with respect to fostering community life.

Thorough competency development

4 Indicates different points of view made evident by the ethical question. Discusses points of view in terms of own needs or of those around him/her and their interdependence. Names values, norms or other references (parents, experts, books, etc.) related to his/her point of view. Points out the possible repercussions for him/her, others or the situation. Communicates the key moments of his/her reflection.

Acceptable competency development

3 Identifies the critical elements of the situation. Reformulates the ethical question present in the situation. Points out some norms and values present in the points of view expressed. Lists which actions to promote in order to foster community life.

Partial competency development

2 Points out, with help, the main elements of the situation. Names some norms and values that are specific to the situation and present in his/her surroundings. Recognizes actions to promote in order to foster the well-being of living beings.

Minimal competency development

1 Needs regular help in order to name some elements of the situation, express a brief opinion and identify an action that fosters community life.

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In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency to reflect on ethical questions that deal with the diversity of interpersonal relations between group members, the roles and responsibilities of each member as well as the advantages and disadvantages related to group life, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Two, the situations offered should enable students to do the following:

- formulate an ethical question related to a given situation

- find the meaning and the role of a reference on which a point of view is based

- examine the possible effects of options or actions on themselves, others or the situation

- work in interaction with their peers or by themselves

- use explicit and varied resources, provided sometimes by the teacher and sometimes by the student

- use appropriate strategies for handling a situation

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5

Advanced competency development

Formulates an ethical question based on a given situation. Identifies conflicting values in a given situation. Shows how moral, religious, scientific, literary or artistic references influence the smooth functioning and harmony of a group. Points out the advantages and disadvantages of group life and explains how options or actions improve community life. Makes connections between similar situations.

4

Thorough competency development

Identifies the main elements to consider in examining an ethical question. Makes connections between the different points of view. Associates values and norms with the points of view expressed. Illustrates, by means of examples, the importance of norms and values in group life. Identifies actions or options that foster community life. Recognizes his/her needs and responsibilities with regard to others. Indicates conditions that foster the smooth functioning of a group. Describes the steps in his/her process and justifies his/her choices.

3

Acceptable competency development

Outlines an ethical question based on a given situation. Identifies different points of view related to a situation as well as some explicit norms and values. Recognizes the need for rules to guide group life. Indicates the actions (attitudes and behaviour) that can contribute to or detract from group life.

2

Partial competency development

Names, with help, different elements of a situation. Reformulates an ethical question. Identifies, with help, tensions between two points of view. Names references present in the points of view expressed.

1

Minimal competency development

Recognizes, with help, the presence of different points of view in a given situation. Lists some rules in effect in a given group. Names an action, behaviour or attitude that fosters group life.

In order to draw up a competency report, teachers must determine the competency levels attained by students at the end of the cycle. Throughout the cycle, teachers must present students with a variety of learning and evaluation situations that enable them to develop and demonstrate their competency to reflect on ethical questions that deal with the challenges inherent in relationships as a result of the differences between people and with certain demands of life in society, in accordance with the requirements of the Québec Education Program.

In Elementary Cycle Three, the situations offered should enable students to do the following:

- formulate ethical questions related to a given situation

- identify tensions or conflicting values present in a situation

- find the meaning and the role of references on which a point of view is based

- find options or actions that foster community life

- work in interaction with their peers or by themselves

- use resources that are varied, numerous, sometimes specialized, and, in the case of implicit resources, explained by the teacher

- use appropriate strategies for handling a situation

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ETHICS AND RELIGIOUS CULTURE
COMPETENCY 1: REFLECTS ON ETHICAL QUESTIONS

Cycle Three

5

Advanced competency development

Formulates ethical questions based on given situations. Asks questions to better grasp others' points of view. Compares points of views to identify the similarities and differences. Indicates values, norms, religious or nonreligious references that justify a point of view. Shows, by means of examples, the role that values, norms and restrictions play in how Québec and other societies function. Suggests ways of improving his/her learning process.

4

Thorough competency development

Recognizes the differences among human beings and illustrates, by means of examples, how they can be a source of enrichment or conflict. Shows how prejudices, stereotypes and generalizations can have negative effects on individuals in society. Compares some values and norms of Québec society to those of certain specific groups in this society. Makes connections between the values of a society and the behaviour of its members. Identifies inappropriate behaviour and unacceptable attitudes in society. Demonstrates critical thinking regarding certain references (charters, laws, values, etc.). Describes what he/she has learned while reflecting on ethical questions.

3

Acceptable competency development

Identifies both an ethical question and what is at issue in a given situation. Shares his/her point of view and compares it with that of his/her peers. Identifies moral, religious, scientific, literary or artistic references present in the points of view of his/her peers. Points out, if applicable, a prejudice or stereotype present in a situation. Identifies actions or options that foster community life. Explains why certain behaviours or attitudes are acceptable or unacceptable in society.

2

Partial competency development

Identifies, with help, tensions or conflicting values in the situation. Reformulates the ethical question. Recognizes the presence of different points of view. Identifies actions or options that foster community life. Provides an example of a prejudice, generalization or stereotype.

1

Minimal competency development

Names, with help, elements of the situation. Shares his/her point of view. Identifies the references present in his/her environment or in the points of view expressed. Identifies an action or option that fosters community life.