

Scales of Competency Levels

Secondary School Education
Cycle Two



Second Edition
Secondary Cycle Two, Years One and Two
(Secondary III and IV)

Québec 

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(Secondary III and IV)**

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FOREWORD

The scales of competency levels presented in this document constitute the official reference points that form the basis of the student competency reports that Secondary III and IV teachers (of Years One and Two of Secondary Cycle Two) must prepare starting in the 2008-2009 school year.

This second edition of the scales of competency levels for Secondary Cycle Two replaces the first edition published in 2007, since changes have been made to certain scales in Secondary III. A comprehensive edition containing all the scales for Secondary Cycle Two will be produced in 2009-2010.

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

PART I: PRESENTATION

An Official Tool for All Teachers

Decisions pertaining to the students' competency report have major repercussions on their future, particularly in Secondary Cycle Two. It is important that the level of competency development indicated in the competency report is based on clear and uniform references. The scales of competency levels were designed to satisfy this requirement and their use, to determine the competency levels attained by students at the end of each year in Secondary Cycle Two, 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

Competency Level	Comprehensive End-of-Cycle Assessment
5	ADVANCED: Competency development is above the requirements.
4	THOROUGH: Competency development clearly meets the requirements.
3	ACCEPTABLE: Competency development 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 focuses of learning but of proposing reference points that can be used as a guide in making an assessment with respect to the student's level of competency development at the end of each year of Secondary Cycle Two.

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

Distinctive Feature of Level 1

The wide range of observable behaviours possible for a student exhibiting minimal competency 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. 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.

Cross-Curricular Competencies

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

Particular Features of the Scales for Secondary Cycle Two

While the scales of competency levels for Secondary Cycle Two were conceived as an extension of those for Secondary Cycle One, the Secondary Cycle Two scales have their own particular features, since a competency report must be prepared at the end of each year. In this context, the Québec Education Program provides guidelines for planning the learning and evaluation to be carried out each year, for each competency. These are found under the heading *Development of the Competency*. The introduction to each scale of competency levels restates elements of these guidelines, stressing those that have an impact on the preparation of the competency report.

Use of the Scales

An appropriate evaluation process must be put in place to ensure that the scales are used properly.¹ Since the competencies are applied and developed within learning and evaluation situations, it is difficult to make

1. The document *Evaluation of Learning at the Secondary Level: Framework* provides more detailed information on the evaluation process. See < <http://www.mels.gouv.qc.ca/DGFJ/de/cadresec.htm> >.

assessments with respect to competencies 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 the student's development of a given competency. Different evaluation tools apart from the competency scales (e.g. rubrics, 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 year; rather, it is an assessment of the level of competency a student has attained. Analysis of the observations made during the year 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 record of what the student has learned.

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

MAIN PRACTICES TO BE ESTABLISHED FOR PREPARING COMPETENCY REPORTS

- Offer the students frequent opportunities to demonstrate their competencies in various ways.
- Present the scales and their purpose to students and their parents.
- Keep sufficient information on student learning in accordance with the evaluation criteria of the Québec Education Program.
- Construct each assessment gradually and update it using the most current 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 a given level.

PART II: THE SCALES

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Evaluation of the Talk competency requires evidence of knowledge and use of spoken English and application of strategies collected by and with students in their integrated literacy profiles, along with samples of reflection and critical judgment. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in using language/talk to communicate and to learn, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 16 of the Secondary English Language Arts program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- explore the affordances (possibilities or distinctive potential) of genres in the contexts of reading and production
- use talk to explain, report, argue, debate and persuade
- adjust register as required for purpose and audience
- negotiate and collaborate with peers
- ask questions to clarify meaning
- use inquiry to research a topic to persuade a familiar audience
- evaluate own performance when working in groups

In Secondary IV, students:

- compare and contrast affordances of genres in the contexts of reading and production
- adapt known organizational strategies to structure genres
- adjust register as required for chosen genre
- use collaborative talk to construct communal knowledge
- listen to and offer feedback in collaborative situations
- participate actively in negotiating and determining responsibilities in group research tasks
- evaluate own and group's performance

ENGLISH LANGUAGE ARTS

Competency 1: Uses language to communicate and learn

Secondary III and IV

5	Advanced competency development Considers audience and uses appropriate register as needed. Assumes various stances, points of view and/or roles when necessary. Extends ideas through talk by active listening in shared conversations. Promotes purposeful and constructive direction for talk by encouraging participants or by offering feedback. Uses specialized language in a variety of situations. Engages in inquiry to probe, question and provoke thought while working on group projects. Examines and justifies sources to ensure reliability. Justifies stance and position by defending interpretation or production decisions. Employs a variety of strategies to disagree constructively. Reflects insightfully on own learning and progress and sets attainable goals during conferences.
	Thorough competency development Uses appropriate vocabulary to communicate meaning to a specific audience. Asks focused questions to enhance learning. Uses talk to express and defend a specific point of view. Organizes material to effectively communicate a spoken message. Focuses talk to address a specific inquiry or problem when working in groups. Detects instances of bias in spoken text. Applies communication and language conventions in conjunction with audience and purpose. Negotiates and constructs meaning through talk. Defends own perspective and/or production processes with evidence. Collaborates verbally and assumes roles and responsibilities when working in groups. Discusses own learning based on personal goals. Offers and uses feedback to encourage and extend personal and group thinking.
	Acceptable competency development Employs talk in a variety of situations to suit a range of audiences and purposes. Engages in a variety of spoken activities, such as discussions, plans, sharing research, speeches, improvisations, etc. Demonstrates basic listening strategies when working in groups and conveys meaning through talk. Uses language to support helpful talk exchanges. Negotiates within group to understand or produce text. Responds to written and visual texts, using suitable vocabulary, making limited connections. Identifies and applies codes and conventions of familiar spoken text. Identifies characteristics of target audience and adjusts language accordingly. Uses basic technical language appropriate to context such as literary terms, media production terms or stage directions. Uses rules, codes and conventions of spoken language suitable to the task. Reflects on own use of talk and sets goals when directed.
2	Partial competency development Draws on a limited repertoire of strategies to convey meaning in talk exchanges and production. Selects indiscriminately materials related to research topic with a general focus on the chosen topic. Requires teacher's guidance when using basic language conventions suitable to the spoken text. Shares ideas with group when encouraged. Contributes general and superficial information to the research and discussion. Follows group decisions without question. Uses simple or inaccurate vocabulary when communicating ideas. Reacts to others' work by voicing general opinions. Responds using limited vocabulary, making connections on an affective level. Talks about own learning when invited to do so.
	Minimal competency development Participates in spoken production with direct prompting. Prepares and delivers a brief talk to a familiar audience. Proposes unrelated ideas and questions when undertaking research for a personal project. Applies some basic procedures and strategies with prompting when working in groups. Shares ideas when challenged. Completes tasks when monitored. Maintains conversations with teacher's supervision and will offer opinions when prompted. Reflects on own learning when asked direct, specific, short questions.
1	

ENGLISH LANGUAGE ARTS
Competency 2: Reads and Listens to written, spoken and media texts
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by students. Evaluation of the reading competency requires evidence of interpretation of texts, reflection and critical judgment collected by and with students in their integrated literacy profiles. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in reading and listening to written, spoken and media texts, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 36 of the SELA program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read and listen to spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- opportunities to produce spoken, written and media texts, as well as multigenre and multimodal texts
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- interpret texts and substantiate ideas
- make connections between and among varied texts
- explore and respond to varied texts and substantiate opinions and ideas
- use an inquiry process and information-gathering strategies
- consider audience and purpose of texts
- maintain an integrated literacy profile
- self-assess own development as readers

In Secondary IV, students:

- interpret texts and offer more than one interpretation of a text
- transfer insights gained from reading to the other competencies of Talk and Production
- accommodate different viewpoints and new perspectives
- determine how readers are situated or positioned by a text
- develop questions to frame critical reasoning
- maintain an integrated literacy profile
- self-assess own development as readers

ENGLISH LANGUAGE ARTS

Competency 2: Reads and listens to written, spoken and media texts

Secondary III and IV

5 **Advanced competency development**

Analyzes and extends meaning of written and media texts. Discusses alternate points of view about an issue presented through texts. Examines universal issues and reflects on aspects of the human condition addressed in different genres. Communicates an understanding of how text can serve social and political purposes. Explains bias and propaganda in texts. Synthesizes ideas when researching opposing views related to issues under discussion. Responds with a world-view to texts. Interrelates the elements and techniques of texts to support understanding and interpretation. Analyzes and interprets structures, codes and conventions of unfamiliar texts, and notes the organization of the texts. Uses teacher-student conferences to articulate awareness of self as a reader and to set goals. Reflects on autonomy as a reader.

4 **Thorough competency development**

Interprets meanings embedded in text. Elaborates meaning with textual details. Compares texts and synthesizes related ideas to extend understanding and interpretation. Supports ideas through specific quotations from the text when responding. Expresses meaningful connections between own experience and text. Detects instances of author's bias and stereotyping in texts. Communicates understanding of processes and strategies of own reading development. Considers feedback when setting goals and choosing texts.

3 **Acceptable competency development**

Adjusts own stance (perspective, viewpoint) in getting at meaning when reading a variety of genres. Demonstrates how the purpose for reading affects the stances taken by the reader. Constructs personal interpretations of texts, justifying opinions. Articulates inferred ideas in texts and clarifies meanings through discussion in class by going beyond an initial response and offering an explanation. Makes sense of a text in light of purpose and meaning, and cause and effect. Recognizes obvious bias in familiar texts. Applies and explains reliable strategies for working with different genres. Uses teacher-student conferences and reflections to describe self as reader and to explain rationale for choices made when selecting texts for reading.

2 **Partial competency development**

Understands written and media texts at a literal level. Chooses texts based on visual images, size of font, preferred author or subject matter. Locates supporting information in text with prompting (e.g. will refer to a table, graph, headline, etc., that elaborate on the text when directed). Draws obvious connections from the text to self or to other texts. Recognizes basic differences among genres by comparing and contrasting. Articulates the basic purpose for the creation of a text when prompted. Participates in teacher-student conferences when invited to discuss learning or reading profile.

1 **Minimal competency development**

Retells the events sequentially when asked. Demonstrates a general understanding of text when questioned. Identifies obvious codes and literary conventions of familiar texts. Makes simple or literal connections to personal experiences when responding to texts. Focuses on unimportant or secondary events in a text. Makes superficial comparisons between one text and another with teacher prompting. Selects reading materials with assistance. Discusses reading habits, focusing on preferences when questioned.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Evaluation of the Production competency requires evidence of student-produced written, spoken and media texts collected by and with students in their integrated literacy profiles, along with samples of reflection and critical judgment. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in producing texts for personal and social purposes, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 51 of the SELA program).

These situations must respect the following conditions:

- integrated language arts activities and Learning and Evaluation Situations that are designed to address aspects of the Talk, Reading and Production competencies
- opportunities for students to read spoken, written and media texts, as well as multigenre and multimodal texts written for young adults
- opportunities to produce spoken, written and media texts, as well as multigenre and multimodal texts
- access to texts that reflect personal interests and preferences, along with those intended to expand experiences and thinking

In Secondary III, students:

- produce familiar genres
- select topics of personal and social interest
- explore community and social issues
- identify characteristics of chosen audience
- use appropriate codes and conventions
- assume a personal stance for production
- use of revision and editing strategies

In Secondary IV, students:

- produce multimodal texts
- select topics of cultural interest
- explore issues from larger social and cultural worlds
- address more distant audiences
- use codes and conventions for special effect
- assume an opposing stance for discussion and viewpoint
- extend revision and editing strategies

5	Advanced competency development Analyzes characteristics of target audience and tailors elements and affordances of written texts, media texts, multimodal and multigenre texts to fit the purpose. Demonstrates a meticulous use of language conventions and techniques of both media texts and written texts consistent with purpose and audience. Enhances organization and coherence of texts through use of transitional devices. Evaluates the reliability of sources of information used in research. Offers for discussion questions arising from research. Provides and applies supportive feedback for written and media productions. Critiques own productions and justifies production decisions. Sets clearly stated, attainable goals for improving productions.
4	Thorough competency development Uses specific characteristics of target audience, such as age, interests and knowledge to craft a production. Uses suitable codes and conventions of form for different written and media texts that clearly meet the intended purpose. Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. Respects language conventions and media conventions to develop a quality production. Consults a variety of appropriate sources to support production process and revision. Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. Evaluates own work with reference to criteria stipulated, such as the use of rubrics. Explains own use of strategies when producing written and media texts.
3	Acceptable competency development Identifies target audience and purpose, and frames messages to meet the needs of the target audience. Makes decisions appropriate to the writing and/or media production. Uses elements of the production process as required by the context. Writes for a specific audience to inform or to express feelings and opinions. Conveys meaning of a text by means of a media and/or written production such as a slide show, poster, print ad, etc. Demonstrates through revision evidence of research, collaboration and application of feedback suggestions. Employs basic genre requirements and language conventions and codes and conventions for media production. Assumes roles and collaborates with peers to produce media and written texts. Shares productions for peer feedback. Evaluates own production and explains choices made in revision process. Approaches student-teacher conferences with general goals in mind.
2	Partial competency development Engages in a writing process with support, using a limited repertoire of strategies. Adopts a point of view for a specific audience when prompted. Follows a research process with support from peers and teacher. Works with some elements of writing and/or media in a production. Employs basic conventions of form for written and media productions attending to purpose and/or target audience. Conveys meaning in spite of problems with structure and/or organization. Uses language conventions in an inconsistent manner. Attempts revisions of own production, when directed, using feedback to correct basic mechanical errors. Explains opinions, with prompting, about media and written texts studied in class. Talks about the production of own written and media texts when prompted with directed questions.
1	Minimal competency development Requires direct one-on-one support when working with rudimentary elements of writing or media productions. Applies basic processes and strategies, with assistance, when producing texts for a familiar audience. Attempts to follow a model, with sustained support, when working with a new genre. Plans written and media productions in a step-by-step fashion when assisted. Presents initial draft of text or media production as final product. Follows teacher's feedback to a limited extent with respect to basic mechanical errors. Expresses unsupported opinions about own or peers' written or media productions.

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 19-20 du programme de base de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes (ex. : enjeux concernant la santé ou la consommation), liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet, contexte et type d'interlocuteur connus);
	lui permettent de faire certains choix à l'égard de la tâche;
Ressources à mobiliser	suscitent des échanges informels en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la qualité de sa compréhension et de ses réponses ainsi que sur ses attitudes, ses forces et ses difficultés.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'échanger en français sur des sujets diversifiés, à l'oral et parfois à l'écrit, avec des locuteurs francophones;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

Compétence 1 : Interagir en français

3^e année du secondaire

Compétence marquée

5

Amorce des discussions et parle spontanément en français. S'exprime sur des similitudes et des différences entre sa culture et celle des autres. Utilise un registre de langue et des marqueurs de relation généralement adéquats. Corrige les erreurs qui font obstacle à la compréhension ou clarifie ses propos au besoin. Évalue l'efficacité de sa démarche ainsi que la qualité de ses interactions et la pertinence de ses propos.

Compétence assurée

4

Communique des idées pertinentes et suffisamment développées. S'exprime en français lors des situations d'interaction. Adapte sa communication aux éléments de la situation. Justifie sommairement son opinion à l'égard du repère culturel abordé. Formule quelques phrases complexes bien construites et emploie des temps verbaux appropriés. S'exprime avec une intonation et un débit adéquats et prononce clairement les mots usuels.

Compétence acceptable

3

Exprime un message clair à l'aide de phrases simples. Respecte généralement l'intention de communication et applique les conventions de la communication. Réagit de façon appropriée aux propos de son interlocuteur et poursuit l'échange malgré les difficultés rencontrées et les lacunes sur le plan lexical. Exprime son opinion de façon respectueuse à l'égard du repère culturel abordé et utilise un vocabulaire courant lié au sujet traité. Consigne, dans son Répertoire, des idées ou des éléments d'information issus d'interactions.

Compétence peu développée

2

Transmet de l'information sommaire liée au sujet et manifeste une compréhension partielle du message reçu. Identifie le repère culturel abordé. Utilise des stratégies pour réguler sa compréhension. Réutilise du vocabulaire et des tournures de phrases vus en classe. Évalue, avec l'enseignant, sa démarche et son message.

Compétence très peu développée

1

Répond en français lorsqu'on le lui demande, à l'oral comme à l'écrit. Recourt parfois à des gestes ou à des mimiques pour transmettre son message ou pour exprimer des besoins. Présente des idées ou des éléments d'information incomplets non liés entre eux. Utilise souvent une syntaxe calquée de sa langue maternelle ou de l'anglais et un vocabulaire élémentaire. Réalise partiellement la tâche d'interaction avec une aide soutenue.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)
Compétence 2 : Lire des textes variés en français
3^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à lire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 24-25 du programme de base de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations... portent sur des problématiques concrètes (ex. : enjeux concernant la santé ou la consommation), liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet et contexte connus);
	lui permettent de faire certains choix;
	suscitent la lecture de textes courants et littéraires de complexité variable, contenant des idées ou des valeurs généralement explicites et en fonction d'intentions de lecture variées;
Ressources à mobiliser	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la qualité de sa compréhension, ses attitudes, ses forces et ses difficultés.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- de comprendre une diversité de textes oraux, écrits, visuels ou mixtes en français touchant des sujets diversifiés et de réinvestir ce qu'il a entendu, lu ou vu dans d'autres situations;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

Manifeste une compréhension globale du texte et discerne certaines idées implicites. Dégage l'organisation générale du texte et fait des liens avec le contenu d'autres textes abordés. Relève des similitudes et des différences entre sa culture et celle des autres. Discute de ses apprentissages et de sa démarche en s'appuyant sur son Répertoire.

Compétence assurée

4

Distingue des éléments d'information essentiels et secondaires. Dégage les éléments de la situation et les valeurs explicites. Émet une hypothèse sur l'intention de l'auteur. Établit des liens entre les éléments du texte et relève certaines de leurs caractéristiques. Justifie sommairement son opinion à l'égard du repère culturel abordé. Consulte plus d'une ressource humaine ou matérielle pour réaliser la tâche. Vérifie sa compréhension de la tâche ou du texte auprès d'un pair et l'ajuste au besoin.

Compétence acceptable

3

Dégage le sens général de différents types de textes. Nomme son intention de lecture. Fait des liens entre le contenu du texte et ses expériences ou ses connaissances. Relève des marques d'organisation textuelle, des conventions de la communication ainsi que des éléments du langage médiatique qui structurent le texte. Émet des hypothèses sur le sens d'expressions idiomatiques. Exprime son opinion de façon respectueuse à l'égard de la présentation du texte et des idées formulées. Explique brièvement le repère culturel abordé. Poursuit la tâche malgré les difficultés de compréhension. Conserve, dans son Répertoire, des traces de ses lectures, des notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide des outils proposés.

Compétence peu développée

2

Relève des éléments d'information explicites relatifs au lieu, au moment ou aux personnes concernées. Demande une aide ponctuelle pour réaliser la tâche. Identifie le repère culturel abordé. Fait une traduction littérale de certains passages. Utilise parfois le dictionnaire pour soutenir sa compréhension. Évalue, avec l'enseignant, sa démarche et sa compréhension.

Compétence très peu développée

1

Décode partiellement des textes oraux, écrits, visuels ou mixtes. S'appuie sur des mots connus ou sur ceux de sa langue maternelle ainsi que sur des indices visuels et sonores pour dégager des éléments d'information tels que le sujet du texte et l'auteur. Réalise partiellement la tâche de lecture avec une aide soutenue.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)
Compétence 3 : Produire des textes variés en français
3^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 29-30 du programme de base de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes (ex. : enjeux concernant la santé ou la consommation), liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet, contexte et type de destinataire connus);
	lui permettent de faire certains choix à l'égard de la tâche;
Ressources à mobiliser	suscitent la production de textes au contenu explicite en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la qualité de ses productions, ses attitudes, ses forces et ses difficultés.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'exprimer ses idées de manière structurée dans une diversité de textes oraux, écrits, visuels ou mixtes en français, de complexité variable, touchant des sujets diversifiés, et de réinvestir ses apprentissages dans d'autres situations;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

5	Compétence marquée Diversifie ses productions en faisant varier des éléments de la situation de communication. Explique des similitudes et des différences entre sa culture et celle des autres. Utilise un registre de langue adéquat et emploie une variété de temps verbaux. Commente de façon constructive les productions de ses pairs sur le plan du contenu et de la présentation. Discute de ses apprentissages et de sa démarche en s'appuyant sur son Répertoire.
	Compétence assurée Exprime son message à l'aide d'idées suffisamment développées pour soutenir l'intention donnée. Tient compte des éléments de la situation de communication. Justifie sommairement son opinion, notamment à l'égard du repère culturel abordé. Formule quelques phrases complexes, bien construites, et utilise des marqueurs de relation courants. Consulte plus d'une ressource et participe aux échanges pour réaliser la tâche. Apporte à ses productions les corrections nécessaires à la suite des commentaires reçus de son enseignant ou de ses pairs. Accorde en genre et en nombre des éléments des groupes nominal et verbal. Prononce clairement, orthographie correctement les mots usuels et respecte les règles liées à l'intonation.
4	Compétence acceptable Transmet l'essentiel de son message dans différents types de textes. S'exprime clairement et respecte généralement l'intention de communication, le destinataire et les conventions de la communication. Exprime son opinion avec respect, notamment à l'égard du repère culturel abordé. Utilise des éléments du langage médiatique pour faire ressortir des éléments d'information importants. Formule des phrases simples bien construites et utilise un vocabulaire lié au sujet traité ainsi que les signes de ponctuation adéquats pour marquer la fin des phrases. Respecte généralement les règles liées au volume de la voix. Poursuit la tâche malgré les difficultés rencontrées. Conserve, dans son Répertoire, des traces de ses productions, de notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide d'outils proposés.
3	Compétence peu développée Transmet des idées ou des éléments d'information peu développés et liés au sujet. Reproduit le modèle de texte proposé. Exprime à l'oral quelques propos mémorisés. Identifie et explique brièvement le repère culturel abordé. Réutilise des tournures de phrase ou du vocabulaire vus en classe. Utilise parfois le dictionnaire pour composer son texte et demande une aide ponctuelle pour réaliser la tâche. Évalue, avec l'enseignant, sa démarche et sa production.
2	Compétence très peu développée Transmet quelques idées ou éléments d'information sommaires dans des textes oraux, écrits, visuels ou mixtes qui nécessitent une interprétation pour être compris. Fait allusion au repère culturel proposé. Présente des idées ou des éléments d'information incomplets sans les lier entre eux. Utilise souvent une syntaxe calquée de sa langue maternelle ou de l'anglais et un vocabulaire élémentaire. Réalise partiellement la tâche de production avec une aide soutenue.
1	

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 20-21 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes (ex. : enjeux concernant la consommation ou l'environnement) de plus en plus complexes, liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet, contexte et type d'interlocuteur connus);
	lui permettent de faire des choix à l'égard de la tâche;
Ressources à mobiliser	suscitent des échanges informels ou formels généralement élaborés, en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones plus ou moins connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application et l'adaptation de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la qualité de sa compréhension et la pertinence de ses réponses ainsi que sur ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'échanger en français avec une aisance et une précision s'approchant du bilinguisme, à l'oral et parfois à l'écrit, sur des sujets diversifiés, avec des locuteurs francophones et de démontrer ses habiletés de communicateur;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

Communique avec aisance en français. Fait progresser les discussions et sollicite la participation des autres. Exprime des préférences en matière de repères culturels. Emploie des expressions idiomatiques appropriées dans ses échanges. Discute de la qualité de ses interactions en français et de sa contribution personnelle. Utilise le contenu de son Répertoire pour faire le point sur ses expériences d'interaction.

Compétence assurée

4

Communique des idées élaborées. S'exprime en français de façon spontanée. Se donne une intention et la respecte. Explique des similitudes et des différences entre sa culture et celle des autres. Enchaîne ses idées à l'aide de marqueurs de relation adéquats et utilise un registre de langue approprié à la situation. Discute de ses apprentissages linguistiques ou culturels. Évalue sa démarche et la qualité de ses interactions.

Compétence acceptable

3

Communique clairement des idées pertinentes et suffisamment développées pour soutenir son intention de communication. Adapte sa communication aux éléments de la situation et précise ses propos au besoin. Exprime et justifie son opinion à l'égard du repère culturel abordé. Respecte les divergences de points de vue. Emploie une variété de temps verbaux. Effectue généralement les accords dans le groupe nominal et fait des accords dans le groupe verbal. Prononce clairement les mots usuels et respecte les conventions de la communication. Conserve, dans son Répertoire, des traces de sa démarche et des notions linguistiques et culturelles abordées.

Compétence peu développée

2

Exprime son message à l'aide de quelques éléments d'information liés au sujet et ajuste ses interventions aux réactions de l'interlocuteur. Respecte l'intention donnée. Présente de façon respectueuse quelques caractéristiques du repère culturel abordé. Utilise un vocabulaire courant, quelques phrases complexes bien construites de même que des marqueurs de relation courants. Évalue sa participation aux échanges à l'aide des outils proposés.

Compétence très peu développée

1

Échange sommairement en français, à l'oral comme à l'écrit. Exprime des idées ou présente des éléments d'information non élaborés, sans les lier entre eux. Fait des phrases simples et applique généralement les règles liées aux conventions de la communication. Demande de l'aide pour réaliser la tâche. Évalue, avec l'enseignant, ses stratégies et son message.

FRANÇAIS, LANGUE SECONDE (PROGRAMME ENRICHİ)
Compétence 2 : Lire des textes courants, spécialisés et littéraires en français
3^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à lire des textes courants, spécialisés et littéraires en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 25-26 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations... portent sur des problématiques concrètes (ex. : enjeux concernant la consommation ou l'environnement), de plus en plus complexes, liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet et contexte connus);
	lui permettent de faire des choix à l'égard de la tâche;
	suscitent la lecture de textes courants, spécialisés et littéraires de complexité variable et contenant des idées ou des valeurs généralement explicites, en fonction d'intentions de lecture variées;
Ressources à mobiliser	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones plus ou moins connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application et l'adaptation de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la justesse de sa compréhension, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'interpréter le sens d'une diversité de textes oraux, écrits, visuels ou mixtes en français portant sur des sujets diversifiés avec une aisance et une précision s'approchant du bilinguisme, et de réinvestir ce qu'il a entendu, lu ou vu dans d'autres situations;
- d'atteindre les autres visées du programme de FLS.

FRANÇAIS, LANGUE SECONDE (PROGRAMME ENRICHI)

Compétence 2 : Lire des textes courants, spécialisés et littéraires en français

3^e année du secondaire

Compétence marquée

- 5** Manifeste une pleine compréhension du texte. Établit des liens entre le contenu, l'organisation et la présentation du texte. Compare divers types de textes entre eux. Détermine les principales étapes de la réalisation de différentes tâches. Exprime des préférences en matière de lecture et de repères culturels. Utilise le contenu de son Répertoire pour faire le point sur ses expériences de lecture.

Compétence assurée

- 4** Dégage l'idée principale et les idées secondaires d'un texte. Se donne une intention de lecture. Relève des similitudes et des différences entre sa culture et celle des autres. Discute de sa démarche, de sa contribution à la tâche ou de notions abordées dans des cercles de lecture. Justifie son interprétation à l'aide de l'information contenue dans le texte et respecte les divergences de points de vue. Formule des commentaires constructifs sur le contenu ou la forme du texte à l'aide de critères élaborés en classe. Évalue sa démarche et la qualité de sa compréhension.

Compétence acceptable

- 3** Cerne les idées et les éléments d'information essentiels du texte et fait ressortir des liens entre eux. Relève les éléments de la situation et les valeurs explicites du texte. Consulte plus d'une source d'information pour mieux saisir le sujet abordé. Émet une hypothèse sur l'intention de l'auteur et dégage l'organisation générale du texte. Explique le sens d'expressions idiomatiques. Relève les éléments du langage médiatique qui font ressortir des éléments d'information importants. Exprime et justifie son opinion sur le contenu du texte et sur le repère culturel abordé. Adapte sa démarche à la tâche. Compare sa compréhension à celle d'un pair et l'ajuste, au besoin, à la suite des propos entendus. Conserve, dans son Répertoire, des traces de ses lectures, des notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide d'outils.

Compétence peu développée

- 2** Dégage l'essentiel du message dans différents types de textes. Nomme son intention de lecture. Identifie le repère culturel abordé et relève quelques-unes de ses caractéristiques. Relève des marques d'organisation textuelle et des conventions de la communication. Fait ressortir des liens entre le contenu du texte et ses expériences ou ses connaissances. Vérifie sa compréhension de la tâche et consulte plusieurs ressources pour la réaliser. Démontre du respect envers la langue et la culture des francophones. Persévère malgré certaines difficultés de compréhension. Évalue, à l'aide des outils proposés, sa démarche et sa compréhension.

Compétence très peu développée

- 1** Manifeste une compréhension partielle des textes oraux, écrits, visuels ou mixtes. Relève le sujet et repère des éléments d'information explicites relatifs au lieu, au moment ou aux personnes concernées. Formule des commentaires sur la présentation du texte. Utilise parfois le dictionnaire pour soutenir sa compréhension. Demande de l'aide pour réaliser la tâche. Évalue, avec l'enseignant, ses stratégies et sa compréhension.

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 30-31 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

3 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes (ex. : enjeux concernant la consommation ou l'environnement), de plus en plus complexes, liées aux besoins personnels, scolaires et socioculturels de l'élève;
	lui sont familières (ex. : sujet, contexte et type de destinataire connus);
	lui permettent de faire des choix à l'égard de la tâche;
Ressources à mobiliser	suscitent la production de textes généralement élaborés, au contenu explicite en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones plus ou moins connus et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application et l'appropriation de connaissances linguistiques et générales appropriées à la tâche;
	favorisent l'application et l'adaptation de la démarche intégrée, l'acquisition de nouvelles stratégies métacognitives, cognitives ou sociales et affectives ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	suscitent la réflexion de l'élève sur la qualité de ses productions, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'exprimer ses idées ou de communiquer sa vision du monde en français avec une aisance et une précision s'approchant du bilinguisme, de façon réfléchie et structurée, dans une diversité de textes oraux, écrits, visuels ou mixtes de complexité variable, et de réinvestir ses apprentissages dans d'autres situations;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

Détermine les principales étapes de la réalisation de différentes tâches. Harmonise des temps verbaux dans son texte. Emploie parfois des figures de style dans ses productions et utilise des expressions idiomatiques appropriées. Discute de ses façons de créer, de réaliser et de réviser un texte et exprime ses préférences en matière de production et de repères culturels. Utilise le contenu de son Répertoire pour faire le point sur ses expériences de production.

Compétence assurée

4

Exprime des idées élaborées, transmet de l'information étayée et respecte l'intention qu'il se donne. S'exprime sur des similitudes et des différences entre sa culture et celle des autres. Utilise un registre de langue approprié à la situation. Fait ressortir son idée principale ainsi que ses idées secondaires et les enchaîne à l'aide de marqueurs de relation adéquats. Orthographie correctement les mots usuels. Commente, à l'aide de critères élaborés en classe, le contenu ou la forme des textes qu'il produit ou ceux de ses pairs. Discute de sa démarche, de sa contribution à la tâche ou de notions abordées dans des cercles de production.

Compétence acceptable

3

Exprime un message clair dans différents types de textes. Diversifie ses productions en faisant varier un élément de la situation de communication. Présente des idées et des éléments d'information pertinents et développés. Tient compte des éléments de la situation de communication. Utilise des éléments du langage médiatique pour soutenir son intention de communication. Consulte plusieurs ressources pour réaliser la tâche. Justifie son opinion à l'égard du repère culturel abordé. Emploie une variété de temps verbaux. Effectue généralement les accords dans le groupe nominal et les accords les plus courants dans le groupe verbal. Prononce clairement les mots usuels et respecte les règles liées à l'intonation. Apporte à ses productions les corrections nécessaires à la suite des commentaires reçus de son enseignant ou de ses pairs. Conserve, dans son Répertoire, des traces de ses productions, des notions linguistiques et culturelles abordées ainsi que des évaluations réalisées à l'aide d'outils.

Compétence peu développée

2

Transmet l'essentiel de son message et présente quelques éléments d'information supplémentaires liés au sujet. Identifie la plupart des éléments de la situation de communication et respecte l'intention donnée. Décrit brièvement les repères culturels abordés et exprime son opinion de façon respectueuse à leur égard. Utilise un vocabulaire courant dans des phrases complexes parfois bien construites. Emploie les signes de ponctuation adéquats pour marquer la fin de la phrase. Respecte généralement les règles liées au volume et à la projection de la voix. Persévère malgré les difficultés rencontrées. Évalue, à l'aide des outils proposés, sa démarche et sa production.

Compétence très peu développée

1

Transmet, sans les lier entre eux, des idées ou des éléments d'information non élaborés dans des textes oraux, écrits, visuels ou mixtes. Présente quelques caractéristiques du repère culturel abordé. Fait des phrases simples et parfois complexes plus ou moins bien construites. Paraphrase ou utilise parfois le dictionnaire. Demande de l'aide pour réaliser la tâche. Évalue, avec l'enseignant, ses stratégies et sa production.

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 19-20 du programme de base de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet, contexte ou type d'interlocuteur parfois inconnu);
	lui permettent de planifier la tâche;
Ressources à mobiliser	suscitent des échanges parfois formels en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales appropriées à la tâche;
	permettent l'adaptation de la démarche intégrée à la situation et l'utilisation de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, généralement disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la qualité de ses interactions, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'échanger en français sur des sujets diversifiés, à l'oral et parfois à l'écrit, avec des locuteurs francophones;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)

Compétence 1 : Interagir en français

4^e année du secondaire

Compétence marquée

5

S'exprime spontanément en français et amorce ou relance la discussion au besoin. Se donne des intentions de communication. Corrige les erreurs qui font obstacle à la compréhension et fait progresser l'information. Emploie une variété de temps verbaux de façon appropriée et exploite les ressources pertinentes à la réalisation de la tâche. Adapte sa démarche à la situation. Évalue son attitude et les propos qu'il a tenus à l'égard d'une situation interculturelle abordée.

Compétence assurée

4

Communique des idées suffisamment développées pour soutenir l'intention poursuivie. Adapte sa communication aux éléments de la situation. Clarifie ses propos au besoin. Intègre dans ses échanges des connaissances, des faits et des expériences personnelles. S'engage dans ses interactions. Emploie quelques phrases complexes bien construites et des marqueurs de relation courants. Compare sa culture à celle de l'autre et explique les ressemblances et les différences relevées. Justifie son opinion à l'égard du repère culturel abordé. Évalue l'efficacité de sa démarche ainsi que la qualité de ses interactions, notamment l'effet de ses propos sur ses interlocuteurs.

Compétence acceptable

3

Communique un message clair à l'aide de phrases simples correctement construites. Organise généralement bien les idées exprimées. Poursuit l'échange malgré les difficultés rencontrées ou les lacunes sur le plan lexical. Exprime son opinion de façon respectueuse à l'égard des idées et des valeurs abordées dans des textes, notamment celles des francophones et d'autres cultures. Utilise un registre de langue, un vocabulaire généralement appropriés et prononce clairement. Conserve, dans son Répertoire, des traces de ses interactions.

Compétence peu développée

2

Réagit de façon adéquate aux propos de son interlocuteur et respecte les conventions de la communication. Demande à son interlocuteur de répéter, de parler lentement ou d'expliquer ses propos pour poursuivre l'échange. Emploie un vocabulaire courant. Présente quelques caractéristiques du repère culturel abordé. Demande de l'aide pour réaliser la tâche. Évalue seul son interaction et sa démarche à l'aide d'un outil proposé ou connu.

Compétence très peu développée

1

Répond brièvement en français à l'aide de phrases simples et complète son message à l'aide de gestes ou de mimiques. Exprime des besoins et présente des idées ou des éléments d'information parfois incomplets liés au sujet. Utilise souvent une syntaxe calquée de sa langue maternelle ou de l'anglais et réutilise du vocabulaire vu en classe. Évoque un repère culturel explicite issu du texte entendu, lu ou vu. Réalise partiellement la tâche et évalue ses stratégies et son message avec de l'aide.

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à lire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 24-25 du programme de base de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet et contexte parfois inconnu);
	lui permettent de planifier la tâche;
Ressources à mobiliser	suscitent la mise en relation de textes courants et littéraires de complexité variable, contenant des idées ou des valeurs explicites ou implicites, en fonction d'intentions de lecture variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales appropriées à la tâche;
	permettent l'adaptation de la démarche intégrée à la situation et l'utilisation de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, généralement disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la justesse de sa compréhension, l'effet du texte sur soi, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- de comprendre une diversité de textes oraux, écrits, visuels ou mixtes en français touchant des sujets diversifiés et de réinvestir ce qu'il a entendu, lu ou vu dans d'autres situations;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

Manifeste une compréhension approfondie du sens des différents textes explorés. Compare des perspectives différentes d'un même sujet, présentées dans des textes issus de sources d'information variées. Évalue la qualité et la pertinence du texte exploité. Vérifie ses hypothèses sur le sens d'expressions idiomatiques. Diversifie ses lectures et identifie ses caractéristiques personnelles en tant qu'auditeur, lecteur ou spectateur à l'aide de son Répertoire. Adapte la démarche à la situation.

Compétence assurée

4

Manifeste une certaine compréhension des idées implicites du texte. Diversifie ses lectures à partir des suggestions de son enseignant ou de ses pairs. Évalue le contenu, la forme et la présentation du texte et justifie son appréciation des repères culturels abordés. Applique la démarche intégrée et l'adapte en partie à la situation. Identifie et emploie les ressources indispensables pour réaliser la tâche. Discute de ses apprentissages linguistiques et culturels ainsi que de sa démarche. Évalue l'efficacité de sa démarche et la qualité de sa compréhension.

Compétence acceptable

3

Manifeste une compréhension globale de textes variés et cerne et met en relation les idées et les éléments d'information essentiels. Explique l'utilisation d'éléments du langage médiatique dans le texte. Démonstre une attitude respectueuse à l'égard du contenu du texte. Émet une hypothèse sur l'intention du texte. Explique les similitudes et les différences qu'il a relevées entre sa culture et la culture francophone. S'implique dans les discussions ayant rapport au texte en établissant des liens entre autres avec sa vie et ses connaissances antérieures. Consulte plus d'une source d'information. Se donne une intention de lecture. Valide sa compréhension du texte auprès d'un pair. Recourt à des stratégies variées pour surmonter des difficultés de compréhension ou des lacunes sur le plan linguistique. Collige dans son Répertoire des réflexions sur ses lectures et ses observations sur la langue ou la culture.

Compétence peu développée

2

Manifeste une compréhension partielle du texte et dégage des éléments d'information et du vocabulaire relatifs au sujet, à l'événement, au lieu, au moment ou aux personnes. Fait quelques inférences et relève des marques d'organisation textuelle et des éléments du langage médiatique qui structurent le texte. Interprète correctement l'intonation, le ton et le volume utilisés et exprime sommairement son opinion à l'égard du repère culturel abordé. Demande de l'aide pour réaliser la tâche et pour choisir des stratégies appropriées. Évalue seul, à l'aide des outils donnés, sa démarche et sa compréhension globale du texte.

Compétence très peu développée

1

Décode de l'information explicite dans des textes oraux, écrits, visuels ou mixtes. S'appuie sur des indices visuels ou sonores, des mots connus et des mots de sa langue maternelle pour comprendre le texte. Entame la tâche sans la compléter, applique certaines étapes de la démarche et accepte l'aide proposée. Évalue, avec l'aide de l'enseignant, ses stratégies et sa compréhension.

FRANÇAIS, LANGUE SECONDE (PROGRAMME DE BASE)
Compétence 3 : Produire des textes variés en français
4^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 29-30 du programme de base de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet, contexte ou type de destinataire parfois inconnu);
	lui permettent de planifier la tâche;
Ressources à mobiliser	suscitent la production de textes contenant de l'information implicite en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales appropriées à la tâche;
	permettent l'adaptation de la démarche intégrée à la situation et l'utilisation de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles plus ou moins familières, généralement disponibles dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la qualité de ses productions, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'exprimer ses idées de manière structurée dans une diversité de textes oraux, écrits, visuels ou mixtes en français, de complexité variable, touchant des sujets diversifiés, et de réinvestir ses apprentissages dans d'autres situations;
- de fonctionner efficacement en français dans toutes les sphères de sa vie scolaire et extrascolaire;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

Diversifie ses productions en variant des éléments de la situation de communication. Structure son texte à l'aide de marqueurs de relation adéquats. Se donne des intentions de communication variées. Fait progresser l'information. Emploie une diversité de temps verbaux et d'expressions idiomatiques de façon appropriée. Produit des phrases complexes correctes. Offre des commentaires constructifs à l'égard du contenu, de la forme ou de la présentation du texte et tient compte de ceux d'autrui avec discernement. Cerne ses caractéristiques personnelles en tant que producteur de textes à l'aide de son Répertoire.

Compétence assurée

4

Exprime des idées pertinentes, développées et en nombre suffisant pour soutenir son intention. Intègre dans ses productions des connaissances, des faits et des expériences personnelles. Utilise un registre de langue approprié à la situation. Respecte les règles d'accord courantes et orthographe correctement les mots usuels. Utilise des temps verbaux appropriés à la situation. Identifie et emploie les ressources indispensables pour réaliser la tâche. Sollicite la rétroaction de ses pairs et de l'enseignant à l'égard du contenu, de la forme ou de la présentation de sa production. Évalue, à partir de critères donnés, l'efficacité de sa démarche et la qualité de ses productions.

Compétence acceptable

3

Transmet un message clair dans une variété de types de textes la plupart du temps bien structurés. Démonstre une attitude respectueuse à l'égard de son auditoire, de la langue et de la culture des francophones. Partage ses connaissances, ses points de vue et ses expériences culturelles dans ses productions. Explique des similitudes et des différences entre sa culture et celle de l'autre. Planifie et réalise son texte en fonction des éléments de la situation de communication. Enchaîne ses idées à l'aide de marqueurs de relation courants. Produit des phrases de base et emploie parfois des phrases complexes bien construites. Utilise un vocabulaire courant lié au sujet traité. Révise son texte et corrige des erreurs courantes. Relève ses forces et des aspects de sa démarche à améliorer. Réutilise dans ses productions des idées, des éléments d'information ou des notions linguistiques consignés dans son Répertoire.

Compétence peu développée

2

Transmet des idées liées entre elles et les regroupe en paragraphes. Exprime à l'oral quelques propos mémorisés avec une intonation et une prononciation empreintes de sa langue maternelle. Produit des phrases de base. Décrit brièvement des repères culturels francophones et se sert d'éléments du langage médiatique pour agrémenter sa production. Demande de l'aide pour réaliser la tâche et pour choisir des stratégies appropriées. Conserve dans son Répertoire des traces de ses productions ainsi que certaines des notions linguistiques et culturelles abordées.

Compétence très peu développée

1

Transmet un message parfois incomplet ou qui nécessite une interprétation pour être compris. Exprime des besoins, présente des idées ou des éléments d'information non développés, liés au sujet dans des textes oraux, écrits, visuels ou mixtes. Présente quelques caractéristiques du repère culturel abordé. Utilise du vocabulaire vu en classe et une syntaxe modélisée ou calquée de sa langue maternelle ou de l'anglais. Entame la tâche sans la compléter, suit certaines étapes de la démarche et accepte l'aide proposée. Évalue, avec l'aide de l'enseignant, ses stratégies et sa production.

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à interagir en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 20-21 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) de plus en plus complexes, préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet, contexte ou type d'interlocuteur peu connu ou inconnu);
	lui permettent de choisir et de planifier la tâche;
Ressources à mobiliser	suscitent des échanges informels ou formels élaborés, en fonction d'intentions de communication variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales riches;
	permettent la personnalisation de la démarche intégrée et l'utilisation réfléchie de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles peu familières, disponibles ou non dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la qualité de ses interactions et l'influence de son message sur son interlocuteur ainsi que sur ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'échanger en français avec une aisance et une précision s'approchant du bilinguisme, à l'oral et parfois à l'écrit, sur des sujets diversifiés, avec des locuteurs francophones et de démontrer ses habiletés de communicateur;
- d'atteindre les autres visées du programme de FLS.

FRANÇAIS, LANGUE SECONDE (PROGRAMME ENRICHİ)

Compétence 1 : Interagir en français

4^e année du secondaire

Compétence marquée

5

S'exprime systématiquement en français. Communique des idées complexes ou débat différents sujets. Explique les sentiments, la position ou les opinions des autres. Utilise efficacement une variété de marqueurs de relation. Se donne des intentions de communication variées. Nuance ses propos à l'aide d'un vocabulaire précis et varié et corrige des erreurs de sens ou de forme. Fait connaître son appréciation de repères culturels à partir de critères qu'il s'est donnés. Contribue aux interactions par des commentaires ou des propos qui démontrent une bonne compréhension et acceptation des réalités interculturelles.

Compétence assurée

4

Échange avec aisance en français. Fait progresser les discussions. Commente ou complète les idées exprimées par ses pairs et sollicite leur participation. Discute avec les autres pour enrichir ses connaissances et les leurs. Construit correctement des phrases complexes et emploie de façon adéquate une variété de temps verbaux et d'expressions idiomatiques. Adapte sa démarche à la situation. Utilise le contenu de son Répertoire pour faire le point sur ses expériences d'interaction. Évalue l'impact de son message par les réactions de ses interlocuteurs.

Compétence acceptable

3

Communique en français de façon spontanée des idées pertinentes et claires, généralement soutenues par des exemples ou des faits. Enchaîne ses idées de façon logique. Tient compte des éléments de la situation de communication. Se donne des intentions de communication et les maintient. S'implique activement dans les discussions et y contribue en apportant des idées ou des opinions nouvelles. Compare ses repères culturels à ceux abordés et discute de ses apprentissages linguistiques et culturels. Utilise de façon stratégique des éléments de la phrase orale et emploie une variété de temps verbaux. Sélectionne et mobilise les ressources nécessaires à la réalisation de la tâche. Évalue la qualité de ses interactions et l'efficacité de sa démarche.

Compétence peu développée

2

Comprend et exprime des messages au contenu explicite et parfois implicite. Transmet quelques idées pertinentes plus ou moins développées et utilise des marqueurs de relation pour établir des liens entre elles. Respecte l'intention de communication donnée et ajuste ses propos en fonction des réactions de son interlocuteur. Utilise un vocabulaire simple et un registre de langue appropriés à la situation. Corrige des erreurs qui nuisent à la compréhension ou clarifie ses propos au besoin. S'exprime de façon respectueuse à l'égard des idées, des opinions et des repères culturels abordés dans des textes ou dans l'échange, notamment ceux des francophones. Applique la démarche proposée. Évalue sa participation aux échanges à l'aide d'outils suggérés ou connus.

Compétence très peu développée

1

Échange avec peu d'aisance en français, tant à l'oral qu'à l'écrit. Exprime des idées ou présente des éléments d'information peu développés, liés au sujet traité ou au repère culturel abordé. Adapte des éléments de la phrase orale (ex. : intonation, volume, débit) pour mieux se faire comprendre. Respecte généralement les conventions de la communication. Emploie un vocabulaire courant et quelques phrases de structure complexe. Demande de l'aide pour réaliser la tâche et pour choisir des ressources et des stratégies appropriées. Évalue sa démarche et son message avec l'enseignant ou à l'aide de l'outil indiqué.

FRANÇAIS, LANGUE SECONDE (PROGRAMME ENRICHI)
Compétence 2 : Lire des textes courants, spécialisés et littéraires en français
4^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à lire des textes courants, spécialisés et littéraires en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 25-26 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) de plus en plus complexes, préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet ou contexte peu connu ou inconnu);
	lui permettent de choisir et de planifier la tâche;
Ressources à mobiliser	suscitent la mise en relation de textes courants, spécialisés et littéraires de complexité variable et contenant des idées ou des valeurs explicites ou implicites, en fonction d'intentions de lecture variées;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales riches;
	permettent la personnalisation de la démarche intégrée et l'utilisation réfléchie de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles peu familières, disponibles ou non dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la justesse de sa compréhension, l'influence du texte sur soi, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'interpréter le sens d'une diversité de textes oraux, écrits, visuels ou mixtes en français portant sur des sujets diversifiés avec une aisance et une précision s'approchant du bilinguisme, et de réinvestir ce qu'il a entendu, lu ou vu dans d'autres situations;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

- 5** Manifeste sa compréhension de subtilités dans le texte. Explique l'utilisation de procédés linguistiques. Porte un jugement sur la qualité et sur la pertinence du texte et justifie son appréciation de repères culturels à partir de critères qu'il s'est donnés. Rend compte de sa compréhension de la teneur interculturelle d'une situation.

Compétence assurée

- 4** Manifeste une compréhension approfondie du sens du texte en établissant des liens entre son contenu, son organisation et sa présentation. Appuie son interprétation du texte sur des éléments linguistiques, des repères culturels et des éléments du langage médiatique. Fait une critique du texte littéraire abordé ou compare le traitement d'un même élément d'information par différents médias francophones. Relève les éléments du texte ayant des incidences sur sa compréhension du sujet ou de la problématique abordée. Diversifie les textes qu'il exploite ou varie ses intentions de lecture en s'appuyant entre autres sur son Répertoire.

Compétence acceptable

- 3** Manifeste une bonne compréhension du texte et en dégage l'idée principale et les idées secondaires. Explique la position adoptée à l'aide de ses connaissances et d'éléments d'information tirés du texte. Distingue un fait d'une opinion. Dégage le sens d'expressions idiomatiques et émet une hypothèse sur le rôle de figures de style données. Explique l'utilisation des éléments du langage médiatique qu'il relève dans le texte. Compare ses repères culturels à ceux véhiculés dans le texte. Tient compte des éléments de la situation de communication pour construire le sens du texte. Pose des questions pertinentes à l'égard de la tâche, de la problématique ou du texte. Adapte des éléments de la démarche intégrée à la situation. Diversifie ses lectures pour satisfaire l'ensemble de ses besoins. Évalue l'efficacité de sa démarche et la qualité de sa compréhension. Discute de ses apprentissages avec l'enseignant ou ses pairs. Identifie, à l'aide de son Répertoire, ses caractéristiques personnelles en tant qu'auditeur, lecteur ou spectateur.

Compétence peu développée

- 2** Manifeste une compréhension globale du texte et en fait ressortir la structure générale en s'appuyant sur des marques d'organisation textuelle. Met en relation la plupart des éléments de la situation de communication, le registre de langue utilisé et formule une hypothèse sur l'intention de l'auteur. Se donne une intention de lecture. Explique brièvement son opinion sur le contenu du texte (dont les repères culturels), la forme et la présentation du texte. Adopte une attitude respectueuse envers les idées, les opinions et les valeurs véhiculées dans le texte. Persévère malgré les difficultés d'interprétation rencontrées. Consulte plus d'une source d'information pour réaliser la tâche et recourt à des stratégies variées pour pallier des lacunes sur le plan linguistique. Collige, dans son Répertoire, des traces de ses lectures et de ses réflexions ainsi que certaines des notions linguistiques et culturelles abordées.

Compétence très peu développée

- 1** Manifeste une compréhension sommaire du texte courant, spécialisé ou littéraire. Dégage des éléments d'information isolés et du vocabulaire lié au sujet. Fait quelques inférences dans des textes oraux, écrits, visuels ou mixtes. Demande de l'aide pour appliquer la démarche et évalue, avec l'enseignant, sa démarche et sa compréhension.

FRANÇAIS, LANGUE SECONDE (PROGRAMME ENRICHI)
Compétence 3 : Produire des textes variés en français
4^e année du secondaire

Au 2^e cycle du secondaire, l'enseignant doit réaliser un bilan des apprentissages à la fin de chacune des années en situant sur l'échelle le niveau de compétence atteint par l'élève. Il s'assure d'avoir proposé à ce dernier des situations variées qui lui ont permis de démontrer sa compétence à produire des textes variés en français, conformément aux exigences du Programme de formation et plus particulièrement aux indications de la rubrique *Développement de la compétence* (p. 30-31 du programme enrichi de français, langue seconde), comme décrit ci-dessous.

4 ^e année du secondaire	
Contexte	Les situations...
	portent sur des problématiques concrètes ou abstraites (ex. : questions d'éthique, valeurs, choix de société) de plus en plus complexes préparant l'élève à la vie adulte;
	lui sont peu ou non familières (ex. : sujet, contexte ou type de destinataire peu connu ou inconnu);
	lui permettent de choisir et de planifier la tâche;
Ressources à mobiliser	suscitent la production de textes élaborés contenant de l'information implicite en fonction d'intentions de communication variées et dont le contenu témoigne d'une certaine maturité de la part de l'élève;
	portent sur la dimension sociolinguistique, sociologique ou esthétique de repères culturels francophones connus ou non et amènent l'élève à manifester de l'ouverture à leur égard;
	favorisent l'application, l'appropriation et la consolidation de connaissances linguistiques et générales riches;
	permettent la personnalisation de la démarche intégrée et l'utilisation réfléchie de stratégies métacognitives, cognitives ou sociales et affectives variées ainsi que l'exploitation de ressources humaines et matérielles peu familières, disponibles ou non dans l'environnement immédiat de l'élève (dont le <i>Répertoire personnel de ressources francophones</i>);
	amènent l'élève à porter un jugement critique sur la qualité de ses productions, ses attitudes et l'efficacité de sa démarche.

À la fin du cycle, l'élève doit démontrer que son niveau d'appropriation de la langue française et de compréhension de la culture francophone lui permet :

- d'exprimer ses idées ou de communiquer sa vision du monde en français avec une aisance et une précision s'approchant du bilinguisme, de façon réfléchie et structurée, dans une diversité de textes oraux, écrits, visuels ou mixtes de complexité variable, et de réinvestir ses apprentissages dans d'autres situations;
- d'atteindre les autres visées du programme de FLS.

Compétence marquée

5

S'exprime avec aisance à l'oral comme à l'écrit. Nuance ses propos et emploie parfois des figures de style. Exploite divers repères culturels (francophones ou autres). Utilise une variété de formes de phrases et harmonise des temps verbaux. Évalue l'influence de sa production sur son ou ses destinataires. Se fixe de nouveaux défis à l'aide de son Répertoire.

Compétence assurée

4

S'exprime avec facilité et diversifie ses productions en variant des éléments de la situation de communication. Combine des séquences textuelles de façon appropriée, fait progresser l'information et utilise des marqueurs de relation variés et adéquats. Emploie un vocabulaire précis, parfois spécialisé, ainsi que des expressions idiomatiques appropriées. Utilise de façon stratégique des éléments de la phrase orale (ex. : pause, intonation). Mobilise des ressources variées et pertinentes pour produire son texte ainsi que pour analyser et corriger des erreurs de sens et de forme.

Compétence acceptable

3

Exprime avec clarté des idées liées entre elles et soutenues par des exemples, des faits, des descriptions ou des comparaisons. Se donne une intention et la maintient, tient compte des éléments de la situation de communication et emploie un registre de langue adéquat. Détermine les principales étapes de la tâche et sélectionne les ressources nécessaires à sa réalisation ainsi que des éléments pertinents du langage médiatique. Emploie des phrases complexes généralement bien construites et une variété de modes et de temps verbaux. Orthographe correctement les mots usuels ou ceux liés au sujet traité. Offre des commentaires constructifs à l'égard du contenu, de la forme ou de la présentation du texte et tient compte de ceux d'autrui avec discernement. Justifie son interprétation de repères culturels et respecte les divergences de points de vue. Évalue l'efficacité de sa démarche et la qualité de sa production.

Compétence peu développée

2

Produit des types de textes variés à partir des suggestions de son enseignant ou pour satisfaire ses besoins. Transmet quelques idées qui soutiennent l'intention de communication. Explique des similitudes et des différences entre ses repères culturels et ceux des francophones. Partage ses connaissances, ses points de vue et ses questionnements et utilise un vocabulaire lié au sujet abordé. Tient des propos respectueux à l'égard de son auditoire, de la langue et de la culture des francophones. Prononce clairement et respecte les règles liées à l'intonation. Applique la démarche proposée et améliore sa production à partir des commentaires de son enseignant ou de ses pairs. Conserve, dans son Répertoire, des traces de ses productions et de ses réflexions ainsi que certaines des notions linguistiques et culturelles abordées.

Compétence très peu développée

1

Présente des idées ou des éléments d'information peu développés liés au sujet. Décrit sommairement un repère culturel dans des textes oraux, écrits, visuels ou mixtes. Utilise des phrases complexes parfois bien construites et un vocabulaire courant. Demande une aide soutenue pour appliquer la démarche et pour choisir des stratégies appropriées. Utilise parfois des ressources telles que le dictionnaire et les tableaux de conjugaison. Évalue sa démarche et sa production avec l'aide de l'enseignant ou en se servant d'outils proposés.

MATHEMATICS
Competency 1: Solves a situational problem
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situational problems that enable them to develop their competency in solving a situational problem, in accordance with the requirements of the Québec Education Program.

Because the same scales apply to the three options as well as to the three years in Cycle Two, it is important that teachers propose situations that respect the parameters described under the heading *Development of the Competency* (p. 22 of the Mathematics program). These parameters serve to develop, adapt or modify learning and evaluation situations or to adjust their complexity, and are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required. This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situational problems assigned.

Note:

In accordance with the evaluation criteria set out in the Québec Education Program for the competency *Solves a situational problem*, the scales refer to the validation of the steps in a solution. However, as specified in the Mathematics program (p. 21), the work involved in validating the solution may not always be shown.

MATHEMATICS

Competency 1: Solves a situational problem

Secondary III and IV

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 (effective and time-saving). Uses the required mathematical concepts and processes, and produces a correct solution or one that contains minor errors (e.g. miscalculations, inaccuracies, omissions). Validates his/her solution and rectifies it, if necessary. Presents a complete and structured solution. Observes the rules and conventions of mathematical language. When necessary, explains or justifies the steps in his/her solution.

4

Thorough competency development

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

3

Acceptable competency development

Identifies some relevant information and takes into account some constraints. Determines some of the steps involved and uses strategies that are not very effective. Uses some mathematical concepts and processes required, and produces a solution containing some errors related to these. Validates some of the steps in his/her solution. Presents a solution that is not very organized or with several steps that are either implicit or not shown. Makes some errors related to the rules and conventions of mathematical language. When necessary, explains some of the steps in his/her solution.

2

Partial competency development

Identifies little relevant information and takes into account few of the constraints. Determines the simplest steps involved and uses strategies that are not very appropriate. Uses few mathematical concepts and processes required, and produces a partial solution containing several errors related to these. Does not very often call his/her results into question. Presents a solution consisting of isolated elements. Makes several errors related to the rules and conventions of mathematical language. When necessary, explains and justifies 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, and takes into account at most one of the constraints. Uses inappropriate strategies. Uses mathematical concepts and processes that are not very appropriate and produces an inappropriate solution or no solution. Shows his/her work if given a model or a procedure to be followed. Shows little or no concern for the rules and conventions of mathematical language. When necessary, explains some of the simplest steps of the given model or procedure.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to develop their competency in using mathematical reasoning, in accordance with the requirements of the Québec Education Program. The development of this competency in Secondary Cycle Two is based on what students learned in Secondary Cycle One. Students are expected to use more refined reasoning and to construct more complex and extensive networks of concepts and processes.

Because the same scales apply to the three options as well as to the three years in Cycle Two, it is important that teachers propose situations that respect the parameters presented under the heading *Development of the Competency* (p. 31 of the Mathematics program). These parameters serve to develop, adapt or modify learning and evaluation situations or to adjust their complexity, and are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required. This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situations assigned.

MATHEMATICS

Competency 2: Uses mathematical reasoning

Secondary III and IV

Advanced competency development

5

Takes all aspects of the situation into account and uses efficient strategies (effective and time-saving) in applying his/her mathematical reasoning. Uses 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 organized procedure that explicitly outlines what was done. Rigorously observes the rules and conventions of mathematical language. Rigorously uses appropriate arguments to justify or support, when necessary, his/her statements, conclusions or results. Formulates one or more appropriate conjectures that account for every aspect of the situation.

Thorough competency development

4

Takes most aspects of the situation into account and uses effective strategies in applying his/her mathematical reasoning. Uses appropriate mathematical concepts and processes that enable him/her to meet the requirements of 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 explicitly outlines what was done, even though some of the steps are implicit. Observes the rules and conventions of mathematical language despite some minor errors or inaccuracies. Uses correct arguments to justify or support, when necessary, his/her statements, conclusions or results. Formulates one or more appropriate conjectures that account for most of the important aspects of the situation.

Acceptable competency development

3

Takes some aspects of the situation into account and uses strategies that are not very effective in trying to apply his/her mathematical reasoning. Uses some appropriate mathematical concepts and processes that enable him/her to meet the requirements of the situation. Applies the required mathematical concepts and processes, but makes some errors. Presents a procedure that is poorly organized or is unclear, making it difficult to see what he/she has done. Makes some errors related to the rules and conventions of mathematical language. Uses some appropriate or basic arguments to justify or support, when necessary, his/her statements, conclusions or results. Formulates one or more partially appropriate conjectures that account for certain aspects of the situation.

Partial competency development

2

Takes few aspects of the situation into account and uses strategies that are not very appropriate in trying to apply his/her mathematical reasoning. Uses few appropriate mathematical concepts and processes that enable him/her to meet the requirements of the situation. Applies the required mathematical concepts and processes, but makes several errors. Presents a procedure consisting of isolated elements, showing little work that explicitly outlines what was done. Makes several errors related to the rules and conventions of mathematical language. Uses arguments that are not very appropriate to justify or support, when necessary, his/her statements, conclusions or results. Formulates one or more conjectures that are not very appropriate and that take few aspects of the situation into account.

Minimal competency development

1

Takes into account aspects that are not relevant to the situation and uses inappropriate strategies in trying to apply his/her mathematical reasoning. Uses mathematical concepts and processes that are not appropriate to the situation. Applies the chosen mathematical concepts and processes, but makes several conceptual or procedural errors. Presents a procedure that is completely unrelated to the situation or does not show any procedure. Shows little or no concern for the rules and conventions of mathematical language. Uses incorrect arguments or arguments unrelated to the situation to justify or support, when necessary, his/her statements, conclusions or results. Formulates one or more conjectures that are not appropriate or are unrelated to the situation.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to develop their competency in communicating by using mathematical language, in accordance with the requirements of the Québec Education Program.

Because the same scales apply to the three options as well as to the three years in Cycle Two, it is important that teachers propose situations that respect the parameters presented under the heading *Development of the Competency* (p. 41 of the Mathematics program). These parameters serve to develop, adapt or modify learning and evaluation situations or to adjust their complexity, and are associated with the students' awareness of the ways in which they approach their work, with the contexts and the conditions under which the work is carried out and with the resources required. This section describes the spirit that characterizes each option and gives a synopsis of the elements of the learning content that could be incorporated into the situations involving communication.

MATHEMATICS

Competency 3: Communicates by using mathematical language

Secondary III and IV

- 5 Advanced competency development**
Interprets a mathematical message, taking into account all the important elements. Extracts all relevant data after processing the given information. Uses the mathematical concepts and processes most appropriate to the subject of the message to be interpreted or produced. Precisely conveys the elements of the message as needed by using the most efficient register(s) of semiotic representation. Produces a complete and sound mathematical message consisting of precise arguments. Takes into account the audience and the purpose of the message in an efficient manner. Uses the elements of mathematical language and everyday language to convey a message efficiently or to express his/her ideas clearly and precisely. Rigorously observes the rules and conventions of mathematical language.
- 4 Thorough competency development**
Interprets a mathematical message, taking into account most of the important elements. Extracts most of the relevant data after processing the given information. Uses mathematical concepts and processes appropriate to the subject of the message to be interpreted or produced. Conveys most of the required elements of the message by using appropriate register(s) of semiotic representation. Produces a mathematical message consisting of an appropriate set of organized arguments. Takes into account the audience and the purpose of the message in an appropriate manner. Uses most of the elements of mathematical language and everyday language appropriately when conveying a message or expressing his/her ideas. Observes the rules and conventions of mathematical language despite some minor errors or inaccuracies.
- 3 Acceptable competency development**
Interprets a mathematical message, taking into account some of the important elements. Extracts some relevant data after processing the given information. Uses some mathematical concepts and processes appropriate to the subject of the message to be interpreted or produced. Conveys some required elements of the message by using appropriate register(s) of semiotic representation. Produces a mathematical message that is not very well organized but that consists of some appropriate or basic arguments. Takes into account the audience and the purpose of the message, but sometimes has difficulty doing so. Uses some elements of mathematical language and everyday language appropriately to convey a mathematical message or to express his/her ideas. Makes some errors related to the rules and conventions of mathematical language.
- 2 Partial competency development**
Interprets a mathematical message, taking few of the important elements into account. Extracts little relevant data after processing the given information. Uses few mathematical concepts and processes appropriate to the subject of the message to be interpreted or produced. Conveys few required elements of the message by using register(s) of semiotic representation. Produces a confusing mathematical message consisting of mostly inappropriate arguments. Takes little account of the audience or the purpose of the message. Uses the elements of mathematical language and everyday language in a less than appropriate manner when conveying a message or expressing his/her ideas. Makes several errors related to the rules and conventions of mathematical language.
- 1 Minimal competency development**
Interprets a mathematical message, taking into account unimportant elements related to the context. Extracts irrelevant data after processing the given information. Uses mathematical concepts and processes that are not appropriate or related to the subject of the message to be interpreted or produced. Conveys required elements of the message inappropriately by using register(s) of semiotic representation. Produces a mathematical message consisting of inappropriate arguments or arguments unrelated to the situation. Uses elements of mathematical language and everyday language inappropriately when conveying a message or expressing his/her ideas. Shows little or no concern for the rules and conventions of mathematical language.

SCIENCE AND TECHNOLOGY, Secondary III and IV
ENVIRONMENTAL SCIENCE AND TECHNOLOGY, Secondary IV
Competency 1: Seeks answers or solutions to scientific or technological problems

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the Science and Technology program).

Students must be presented with learning and evaluation situations that encourage them to adopt a problem-solving approach involving the experimental method or design process. These situations require a hands-on approach and involve modelling and the observation method and, in some cases, the empirical method.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- include a well-defined problem (students are informed of most of the steps involved)
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- guide students through the process of controlling the variables
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** Science and Technology should meet the following criteria:

- include a problem that is not well defined (students are informed of only some of the steps involved)
- require students to draw on concepts related to the environmental issues examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- require the students themselves to control the variables
- involve periods of reflection, in which students participate individually or in groups

The situations for the optional Environmental Science and Technology program should, **in addition**, do the following:

- deal with concepts in a quantitative manner as much as possible
- require rigour on the part of the student
- emphasize mathematical formalism and the consideration of measurement-related errors
- target the development of attitudes associated with effectiveness and efficiency

5	Advanced competency development Provides a clear and complete description of the problem to be solved or the need to be met. Formulates hypotheses or possible solutions that he/she justifies by relying on the appropriate concepts. In developing his/her plan of action, provides for the control of variables that affect the results. Suggests different steps that enrich his/her plan of action. Proposes tools, equipment or materials in addition to those made available and can justify their use, if necessary. Organizes his/her data using formats that make it easier to process or interpret the information. Proposes complete answers or efficient solutions. Justifies the changes that must be made to his/her plan of action in light of the results obtained.
4	Thorough competency development Selects relevant information related to the problem to be solved or the need to be met. Formulates plausible hypotheses or feasible solutions that he/she justifies and that reflect the constraints associated with the problem and the conditions required for its resolution. Plans each step in his/her plan of action by ensuring control of the variables likely to influence the results. In carrying out his/her plan of action, records the elements needed to develop answers or solutions, and makes any necessary adjustments. Collects valid data by correctly using the selected tools and instruments. In a scientific activity, checks whether the hypothesis is consistent with the analysis of the results. In a technological activity, ensures that his/her solution meets the need identified or the specifications. Proposes appropriate answers or solutions that take into account his/her results or trials. If necessary, suggests improvements to be made to his/her plan of action. <i>In addition, for the optional Environmental Science and Technology course:</i> Takes account of measurement-related errors when collecting data and processing results. Uses the mathematical formalism required to process his/her results and apply his/her argument.
3	Acceptable competency development Identifies elements of the problem to be solved or of the need to be satisfied. Formulates hypotheses or possible solutions that take into account some of the constraints associated with the problem. Proposes a basic plan of action that identifies variables that may influence the results. Works in a way that shows concern for own safety and that of others. Presents some data gathered during the carrying out of his/her plan of action and shows that the outlined steps were followed. In a scientific activity, makes connections between the hypothesis and his/her analysis of the results. In a technological activity, proposes a solution related to his/her trials that partially meets the need identified or the specifications. Proposes answers or solutions that usually reflect his/her results or tests. <i>In addition, for the optional Environmental Science and Technology course:</i> Uses mathematical formalism but with minor errors (e.g. in converting units of measure).
2	Partial competency development Makes assumptions that are more or less related to the problem to be solved or the need to be met. Proposes an incomplete plan of action by identifying variables that are of little or no relevance. Uses tools, equipment and materials from among those made available. Describes, in the data gathered during his/her work, some of the steps performed or certain aspects of the solution. Presents the results obtained and proposes answers or solutions without checking whether they are related to the results or the problem.
1	Minimal competency development Copies out the details of the problem or specifications as they were presented. Takes action without drawing up a plan. Depending on the available materials, carries out familiar hands-on activities, whether or not they are related to the problem to be solved. Merely lists some of the actions carried out. Presents the results without proposing explanations or solutions related to the problem.

SCIENCE AND TECHNOLOGY, Secondary III and IV
ENVIRONMENTAL SCIENCE AND TECHNOLOGY, Secondary IV
Competency 2: Makes the most of his/her knowledge of science and technology

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Science and Technology program).

Students must be presented with learning and evaluation situations that require them to apply their knowledge of science and technology. Different teaching strategies used to help students solve problems, such as the problem-solving approach, case studies, debate and the project-based approach, encourage students to reflect on what they are doing, provided they are obliged to ask questions and gain a new perspective on their approach. The analysis of data and information enables students to pursue the development of their cognitive skills in increasingly complex situations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- involve a limited number of aspects and points of view related to the issue examined
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- guide students through the process of forming an opinion
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** Science and Technology should meet the following criteria:

- involve several aspects and points of view related to the issue examined
- require students to draw on concepts related to the environmental issues examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources required to solve the problem
- require students to justify their choice of methods, strategies or techniques
- lead students to become autonomous in the process of forming their own opinion
- involve periods of reflection, in which students participate individually or in groups

The situations for the optional Environmental Science and Technology program should, **in addition** do the following:

- require students to use mathematical formalism when the situation calls for it
- require students to use rich and varied argumentation in constructing an opinion
- target the development of attitudes associated with effectiveness and efficiency

5	Advanced competency development Justifies his/her explanation, solution or tentative opinion on the basis of his/her scientific or technological knowledge. In his/her explanations or solutions, includes elements that are complementary to the key concepts associated with the issue. Suggests improvements related to the choice of materials or the manufacturing processes associated with the technical object or system. Provides explanations, justifies his/her solutions or defends his/her opinions on the basis of scientific or technological principles, going beyond the explicitly stated aspects of the issue. Uses mathematic formalism to enrich his/her explanations. Ultimately identifies positive and negative consequences related to the issue examined.
4	Thorough competency development Formulates a set of questions that makes it possible to identify the essential aspects related to the issue and its context. Develops, by drawing on his/her knowledge, his/her approaches to problem-solving on the basis of an explanation or provisional solution. Identifies the main components of a technical object, a technological system or a product. Establishes relevant links between the issue and the scientific or technological principles involved. Describes the principles underlying the construction or operation of a technical object or system and its main subsystems and mechanisms. Justifies his/her explanations, solutions or opinions mainly on the basis of scientific or technological principles taken from information obtained from credible sources. Uses mathematical formalism when the situation calls for it. Produces coherent explanations or solutions by using the concepts, laws, theories and models of science and technology. Ultimately identifies realistic consequences related to the issue examined.
3	Acceptable competency development Formulates a set of questions that covers some of the essential aspects of the issue. Determines the overall function of a technical object, a technological system or a product. Establishes connections between the issue and the concepts, laws, theories and models involved only when obvious. Provides a brief description of the operating principles of the technical object or technological system. Uses mathematical formalism, but makes minor errors in the process (e.g. in converting units of measure). Produces partial explanations or solutions. Ultimately identifies secondary consequences related to the issue examined.
2	Partial competency development Proposes an unfounded explanation or provisional solution. Establishes connections between the issue and the concepts that are more or less relevant. Names some of the operating principles of a technical object, a technological system or a product. Ultimately produces a rough draft of an explanation or solution.
1	Minimal competency development Formulates questions focused exclusively on secondary elements. Retranscribes verbatim information related to the issue. Assigns a somewhat inappropriate use to a technical object, a technological system or a product. Ultimately expresses unfounded opinions.

SCIENCE AND TECHNOLOGY, Secondary III and IV
ENVIRONMENTAL SCIENCE AND TECHNOLOGY, Secondary IV
Competency 3: Communicates in the languages used in science and technology

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to communicate in the languages used in science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Science and Technology program).

Students must be presented with learning and evaluation situations that require them to select an appropriate type of representation, to use appropriate scientific and technological terms, both orally and in writing, and to make connections between concepts and their various graphic or symbolic representations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- provide detailed instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts that are associated with the theme The Human Organism
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** should meet the following criteria:

- provide limited instructions as to how the message should be analyzed, produced or conveyed
- require students to draw on concepts related to the environmental issues examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- involve periods of reflection, in which students participate individually or in groups

Advanced competency development

5

Uses complementary elements to enhance the quality of communication. Accurately interprets the information in the message. Identifies and uses relevant sources of information and, when required, justifies their credibility by referring to valid criteria. Uses everyday language in order to make his/her messages easier to understand and interpret. Uses vocabulary that surpasses expectations, while observing the rules and conventions for all types of representation. Chooses efficient types of representation.

Thorough competency development

4

Selects the elements appropriate for completing the task. Identifies and uses credible sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and conveys it clearly. Produces a message without ever violating intellectual property and uses terminology in accordance with the rules and conventions in use. Uses appropriate types of representation, drawing on information and communications technologies, as needed, to present data in tables, graphs or diagrams.

Acceptable competency development

3

Decodes information in the message. Uses certain sources of information that may vary in their credibility. Organizes and partially adapts the elements of his/her message. For the simpler concepts, uses vocabulary in accordance with rules and conventions. Chooses acceptable types of representation to present data.

Partial competency development

2

Transcribes information in the message to be interpreted. Produces a message by juxtaposing its elements without adapting them to the target audience. Uses basic vocabulary or methods of representation that are largely inconsistent with rules and conventions.

Minimal competency development

1

Does not cite the sources of information consulted. Presents a limited number of elements, which makes it difficult to understand the message. Uses familiar vocabulary and types of representation without following rules and conventions.

APPLIED SCIENCE AND TECHNOLOGY
Competency 1: Seeks answers or solutions to scientific or technological problems
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the Applied Science and Technology program).

Students must be presented with learning and evaluation situations that encourage them to adopt a problem-solving approach involving the experimental method or design process. These situations require a hands-on approach and involve modelling and the observation method and, in some cases, the empirical method.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- include a well-defined problem (students are informed of most of the steps involved)
- require students to use the concepts learned in Secondary III that are associated with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- guide students through the process of controlling the variables
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** should meet the following criteria:

- include a problem that is not well defined (students are informed of only some of the steps involved)
- require students to use the concepts learned in Secondary IV that are associated with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources required to solve the problem
- require students to justify their choice of methods, strategies or techniques
- require the students themselves to control the variables
- involve periods of reflection, in which students participate individually or in groups

APPLIED SCIENCE AND TECHNOLOGY

Competency 1: Seeks answers or solutions to scientific or technological problems

Secondary III and IV

5 **Advanced competency development**

Provides a clear and complete description of the problem to be solved or the need to be met. Formulates hypotheses or possible solutions that he/she justifies by relying on the appropriate concepts. In developing his/her plan of action, provides for the control of the variables that affect the results. Suggests different steps that enrich his/her plan of action. Proposes tools, equipment or materials in addition to those made available and can justify their use, if necessary. Organizes his/her data using formats that make it easier to process or interpret the information. Proposes complete answers or efficient solutions. Justifies the changes that must be made to his/her plan of action in light of the results obtained.

4 **Thorough competency development**

Selects relevant information related to the problem to be solved or the need to be met. Formulates plausible hypotheses or feasible solutions that he/she justifies and that reflect the constraints associated with the problem and the conditions required for its resolution. Plans each step in his/her plan of action by ensuring control of the variables likely to influence the results. In carrying out his/her plan of action, records the elements needed to develop answers or solutions, and makes any necessary adjustments. Collects valid data by correctly using the selected tools and instruments. In a scientific activity, checks whether the hypothesis is consistent with the analysis of the results. In a technological activity, ensures that his/her solution meets the need identified or the specifications. Proposes appropriate answers or solutions that take into account his/her results or trials. If necessary, suggests improvements to be made to his/her plan of action.

3 **Acceptable competency development**

Identifies elements of the problem to be solved or of the need to be satisfied. Formulates hypotheses or possible solutions that take into account some of the constraints associated with the problem. Proposes a basic plan of action that identifies variables that may influence the results. Works in a way that shows concern for own safety and that of others. Presents some data gathered during the carrying out of his/her plan of action, and shows that the outlined steps were followed. In a scientific activity, makes connections between the hypothesis and his/her analysis of the results. In a technological activity, proposes a solution in relation to his/her trials that partially meets the need identified or the specifications. Proposes answers or solutions that usually reflect his/her results or trials.

2 **Partial competency development**

Makes assumptions that are more or less related to the problem to be solved or the need to be met. Proposes an incomplete plan of action by identifying variables that are of little or no relevance. Uses tools, equipment and materials from among those made available. Describes, in the data gathered during his/her work some of the steps performed or certain aspects of the solution. Presents the results obtained and proposes answers or solutions without checking whether they are related to the results or the problem.

1 **Minimal competency development**

Copies out the details of the problem or specifications as they were presented. Takes action without drawing up a plan. Depending on the available materials, carries out familiar hands-on activities, whether or not they are related to the problem to be solved. Merely lists some of the actions carried out. Presents the results without proposing explanations or solutions related to the problem.

APPLIED SCIENCE AND TECHNOLOGY
Competency 2: Makes the most of his/her knowledge of science and technology
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the Applied Science and Technology program).

Students must be presented with learning and evaluation situations that require them to apply their knowledge of science and technology. By choosing various applications, the teacher can propose a variety of tasks that speak to different learning styles. Different teaching strategies used to help students solve problems, such as the problem-solving approach, case studies, debate and the project-based approach, encourage students to reflect on what they are doing, provided they are encouraged to ask themselves questions and gain a new perspective on their approach. The analysis of data and information enables students to pursue the development of their cognitive skills in increasingly complex situations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- involve a limited number of aspects and points of view related to the application examined
- be oriented toward the analysis, maintenance or repair of applications associated with the concepts learned in Secondary III and with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- guide students through the process of inspecting the technical object or technological system to ensure that it is in working order
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** should meet the following criteria:

- involve several aspects and points of view related to the application examined
- be oriented toward the analysis, maintenance or repair of applications associated with the concepts learned in Secondary IV and with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources needed to maintain or repair the object or system in question
- require students to justify their choice of methods, strategies or techniques
- lead students to become autonomous in the process of inspecting the technical object or technological system to ensure that it is in working order
- involve periods of reflection, in which students participate individually or in groups

5

4

3

2

1

Formulates questions focused exclusively on secondary elements. Retranscribes verbatim information related to the application. Assigns a somewhat inappropriate use to a technical object, a technological system or a product. Proposes or makes inappropriate adjustments.

APPLIED SCIENCE AND TECHNOLOGY
Competency 3: Communicates in the languages used in science and technology
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in communicating in the languages used in science and technology, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Applied Science and Technology program).

Students must be presented with learning and evaluation situations that require them to select an appropriate type of representation, to use appropriate scientific and technological terms, both orally and in writing, and to make connections between concepts and their various graphic or symbolic representations.

In order for the competency report to take into account the specific nature of each year, evaluation must also cover the following particulars.

Among other things, the situations in **Secondary III** should meet the following criteria:

- provide detailed instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts learned in Secondary III that are associated with the different technological fields examined
- generally speaking, enable students to gain a qualitative understanding of the concepts addressed
- provide students with enough resources and require them to select the most appropriate ones
- bring or invite students to choose the appropriate methods, strategies or techniques to be used
- involve periods of guided reflection

Among other things, the situations in **Secondary IV** should meet the following criteria:

- provide limited instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts learned in Secondary IV that are associated with the different technological fields examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- involve periods of reflection, in which students participate individually or in groups

- 5 Advanced competency development**
Uses complementary elements to enhance the quality of communication. Accurately interprets the information in the message. Identifies and uses relevant sources of information and, when required, justifies their credibility by referring to valid criteria. Uses everyday language in order to make his/her messages easier to understand and interpret. Uses vocabulary that surpasses expectations, while observing the rules and conventions for all types of representation. Chooses efficient methods of representation.
- 4 Thorough competency development**
Selects the elements appropriate for completing the task. Identifies and uses credible sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and conveys it clearly. Produces a message without ever violating intellectual property and uses terminology in accordance with the rules and conventions in use. Uses appropriate types of representation, drawing on information and communications technologies, as needed, to present data in tables, graphs or diagrams.
- 3 Acceptable competency development**
Decodes information in the message. Uses certain sources of information that may vary in their credibility. Organizes and partially adapts the elements of his/her message. For the simpler concepts, uses vocabulary in accordance with rules and conventions. Chooses acceptable types of representation to present data.
- 2 Partial competency development**
Transcribes information in the message to be interpreted. Produces a message by juxtaposing its elements without adapting them to the target audience. Uses basic vocabulary or methods of representation that are largely inconsistent with rules and conventions.
- 1 Minimal competency development**
Does not cite the sources of information consulted. Presents a limited number of elements, which makes it difficult to understand the message. Uses familiar vocabulary or familiar types of representation without following rules and conventions.

SCIENCE AND THE ENVIRONMENT
Competency 1: Seeks answers or solutions to scientific or technological problems
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in seeking answers or solutions to scientific or technological problems, in accordance with the requirements of the Québec Education Program.

Students must be presented with learning and evaluation situations that encourage them to adopt a problem-solving approach involving the experimental method. These situations require a hands-on approach and involve modelling and the observation method and, in some cases, the empirical method.

In order for the competency report to take into account the specific nature of Secondary IV and of the optional Science and the Environment program, evaluation must also cover the following particulars.

Among other things, the situations should meet the following criteria:

- require students to use concepts associated with the environmental issues examined
- deal as often as possible with concepts in a quantitative manner
- emphasize mathematical formalism and the consideration of errors linked to measurement
- require students to look for additional resources required to solve the problem
- require students to justify their choice of methods, strategies or techniques
- require rigour on the part of the student
- require the students themselves to control the variables
- target the development of attitudes associated with effectiveness and efficiency
- involve periods of reflection, in which students participate individually or in groups

SCIENCE AND THE ENVIRONMENT

Competency 1: Seeks answers or solutions to scientific or technological problems

Secondary IV

5 **Advanced competency development**

Provides a clear and complete description of the problem to be solved. Formulates hypotheses that he/she justifies relying on the appropriate concepts. In developing his/her plan of action, provides for the control of variables that affect the results. Suggests different steps that enrich his/her plan of action. Proposes tools, equipment or materials in addition to those made available and can justify their use, if necessary. Organizes his/her data using formats that make it easier to process or interpret the information. Proposes complete answers. Justifies the changes that must be made to his/her plan of action in light of the results obtained.

4 **Thorough competency development**

Selects relevant information related to the problem to be solved. Formulates plausible hypotheses that he/she justifies and that reflect the constraints associated with the problem and the conditions required for its resolution. Plans each step in his/her plan of action by ensuring control of the variables likely to influence the results. In carrying out his/her plan of action, records the elements needed to develop answers, and makes any necessary adjustments. Collects valid data by correctly using the selected tools and instruments. Takes into account measurement-related errors when entering data and processing the results. Uses the mathematical formalism required to process his/her results and support his/her argument. Checks whether the hypothesis is consistent with the analysis of the results. Proposes appropriate answers that take into account his/her results. If necessary, suggests improvements to be made to his/her plan of action.

3 **Acceptable competency development**

Identifies elements of the problem to be solved. Formulates hypotheses that take into account some of the constraints associated with the problem. Proposes a basic plan of action that identifies variables that may influence the results. Works in a way that shows concern for own safety and that of others. Presents some data gathered while carrying out his/her plan of action, and shows that the outlined steps were followed. Uses the mathematical formalism required with some minor errors in the process (e.g. in converting units of measure). Makes connections between the hypothesis and his/her analysis of the results. Proposes answers that are generally connected to the results.

2 **Partial competency development**

Makes assumptions that are more or less related to the problem. Proposes an incomplete plan of action by identifying variables that are of little or no relevance. Uses tools, equipment and materials from among those made available. In his/her plan of action, describes some of the steps performed. Presents the results and proposes answers without checking whether they are related to the results or the problem.

1 **Minimal competency development**

Copies out the details of the problem as they were presented. Takes action without drawing up a plan. Depending on the available materials, carries out familiar hands-on activities, whether or not they are related to the problem to be solved. Merely lists some of the actions carried out in the written record. Presents the results obtained without proposing explanations related to the problem.

SCIENCE AND THE ENVIRONMENT

Competency 2: Makes the most of his/her knowledge of science and technology

Secondary IV

At the end of each year of Secondary Cycle Two, the teachers must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in making the most of their knowledge of science and technology, in accordance with the requirements of the Québec Education Program.

Students must be presented with learning and evaluation situations that require them to apply their knowledge of science. Different teaching strategies used to help students solve problems, such as the problem-solving approach, case studies, debate and the project-based approach, encourage students to reflect on what they are doing, provided they are encouraged to ask themselves questions and gain a new perspective on their approach. The analysis of data and information enables students to pursue the development of their cognitive skills in increasingly complex situations.

In order for the competency report to take into account the specific nature of Secondary IV and of the optional Science and the Environment program, evaluation must also cover the following particulars.

Among other things, the situations should meet the following criteria:

- require students to use concepts associated with the environmental issues examined
- deal as often as possible with concepts in a quantitative manner
- require students to use mathematical formalism when the situation calls for it
- require students to look for additional resources required to solve the problem
- require students to justify their choice of methods, strategies or techniques
- lead students to become autonomous in the process of forming their own opinion
- target the development of attitudes associated with effectiveness and efficiency
- involve periods of reflection, in which students participate individually or in groups

- 5** **Advanced competency development**
- Justifies his/her explanation or tentative opinion on the basis of his/her scientific knowledge. Enriches his/her explanations with elements that are complementary to the key concepts associated with the issue. Provides explanations or defends his/her opinions on the basis of scientific principles going beyond the explicitly stated aspects of the issue. Uses mathematical formalism to enrich his/her explanations. Ultimately identifies positive and negative consequences related to the issue examined.
- 4** **Thorough competency development**
- Formulates a set of questions that makes it possible to identify the essential aspects related to the issue and its context. Develops, by drawing on his/her knowledge, his/her approaches to problem solving on the basis of an explanation or provisional solution. Establishes relevant connections between the issue and scientific principles involved. Justifies his explanations or opinions by relying mainly on scientific principles taken from information obtained from credible sources. Uses mathematical formalism when the situation calls for it. Produces coherent explanations by using concepts, laws, theories and models of science and technology. Ultimately identifies realistic consequences related to the issue examined.
- 3** **Acceptable competency development**
- Formulates a set of questions that covers some of the essential aspects of the issue. Establishes connections among the concepts, laws, theories and models involved, only when obvious. Uses mathematical formalism, but makes minor errors in the process (e.g. in converting units of measure). Produces partial explanations. Ultimately identifies consequences related to the issue examined.
- 2** **Partial competency development**
- Proposes an unfounded explanation or provisional opinion. Establishes connections that are more or less relevant between the issue and the concepts. Ultimately produces a rough draft of an explanation.
- 1** **Minimal competency development**
- Formulates a set of questions focused exclusively on secondary elements. Retranscribes verbatim information connected to the issue. Ultimately expresses unfounded opinions.

SCIENCE AND THE ENVIRONMENT
Competency 3: Communicates in the languages used in science and technology
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in communicating in the languages used in science and technology, in accordance with the requirements of the Québec Education Program.

Students must be presented with learning and evaluation situations that require them to select an appropriate type of representation, to use appropriate scientific terms, both orally and in writing, and to make connections between concepts and their various graphic or symbolic representations.

In order for the competency report to take into account the specific nature of Secondary IV and of the optional Science and the Environment program, evaluation must also cover the following particulars.

Among other things, the situations should meet the following criteria:

- provide limited instructions as to how the message should be analyzed, produced or conveyed
- require students to use the concepts associated with the environmental issues examined
- deal with concepts in both a qualitative and quantitative manner
- require students to look for additional resources
- require students to justify their choice of methods, strategies or techniques
- involve periods of reflection, in which students participate individually or in groups

SCIENCE AND THE ENVIRONMENT

Competency 3: Communicates in the languages used in science and technology

Secondary IV

- 5 Advanced competency development**
Uses complementary elements to enhance the quality of communication. Accurately interprets the information in the message. Identifies and uses relevant sources of information and, when required, justifies their credibility by referring to valid criteria. Uses everyday language in order to make his/her messages easier to understand and interpret. Uses vocabulary that surpasses expectations, while observing the rules and conventions for all types of representation. Chooses efficient methods of representation.
- 4 Thorough competency development**
Selects the elements appropriate for completing the task. Identifies and uses credible sources of information. Correctly organizes the elements of his/her message, adapts it to the target audience and conveys it clearly. Produces a message without ever violating intellectual property and uses terminology in accordance with the rules and conventions in use. Uses appropriate types of representation, drawing on information and communications technologies, as needed, to present data in tables, graphs or diagrams.
- 3 Acceptable competency development**
Decodes information in the message. Uses certain sources of information that may vary in their credibility. Organizes and partially adapts the elements of his/her message. For the simpler concepts, uses vocabulary in accordance with rules and conventions. Chooses acceptable types of representation to present data.
- 2 Partial competency development**
Transcribes information in the message to be interpreted. Produces a message by juxtaposing its elements without adapting them to their target audience. Uses basic vocabulary or methods of representation that are largely inconsistent with rules and conventions.
- 1 Minimal competency development**
Does not cite the sources of information consulted. Presents a limited number of elements, which makes it difficult to understand the message. Uses familiar vocabulary or types of representation, without following rules and conventions.

HISTORY AND CITIZENSHIP EDUCATION

Competency 1: Examines social phenomena from a historical perspective

Secondary III

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in examining social phenomena from a historical perspective, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- examine a variety of documents concerning an object of inquiry (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of inquiry
- carry out tasks associated with an object of inquiry
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
The documents contain explicit information (clearly expressed).	
The information is associated with an object of inquiry (a social phenomenon of the present and a social phenomenon of the past).	
The tasks allow students to do the following: • make observations about an object of inquiry (a social phenomenon of the present and a social phenomenon of the past), that are based on relevant elements* and take into account the time perspective** • establish a relationship between observations made about the present and the past • formulate questions that take into account relevant elements* and the time perspective**	Relevance of the questions raised and Consideration of the time perspective
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

* Relevant elements: origin, context, beliefs, attitudes, values, facts, actors, witnesses, actions, points of view, causes, consequences, aspects of society.

** Time perspective: chronological reference points, synchrony, diachrony, continuity and change.

HISTORY AND CITIZENSHIP EDUCATION

Competency 1: Examines social phenomena from a historical perspective

Secondary III

Advanced competency development

5

Makes appropriate use of the concepts related to the social phenomenon in question. Suggests ways to improve his/her process.

Thorough competency development

4

Makes observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements and the time perspective. Often makes appropriate use of concepts related to the social phenomenon in question. Identifies in his/her process reasons for his/her successes and difficulties.

Acceptable competency development

3

Makes observations that are based on relevant elements or take into account the time perspective. Sometimes makes other observations that are based on relevant elements and take into account the time perspective. Establishes relationships between an observation about the present and an observation about the past. Formulates questions that take into account relevant elements or the time perspective, and sometimes both. Sometimes makes appropriate use of concepts related to the social phenomenon in question. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines documents concerning the object of inquiry. Formulates questions that take into account relevant elements or the time perspective. Lists actions taken as part of his/her process.

Minimal competency development

1

Skims over various documents concerning the object of inquiry. Finds information about the object of inquiry. Presents information about the object of inquiry without making observations. Formulates questions that do not take into account relevant elements or the time perspective.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method

Secondary III

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in interpreting social phenomena using the historical method, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 19 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- formulate a hypothesis (tentative explanation)
- examine a variety of documents concerning an object of interpretation (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of interpretation
- carry out tasks associated with an object of interpretation
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
A hypothesis is formulated based on a question about a social phenomenon.	
The documents contain explicit information (clearly expressed).	
The information is associated with an object of interpretation pertaining to a historical conjuncture.	
The tasks allow students to do the following: • explain a social phenomenon, taking into account causes, consequences, interests and points of view of actors or witnesses, as well as other elements related to interpretation*	Rigour of their historical reasoning
• establish similarities and differences between Québec society and a society “elsewhere” in a period determined by a social phenomenon	Critical distance
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

*The other elements related to interpretation are facts, space-time framework, circumstances, actions, actors, witnesses.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method

Secondary III

Advanced competency development

5

Explains the social phenomenon in question, taking into account various factors (causes, consequences and other elements related to interpretation). Makes appropriate use of concepts related to the social phenomenon. Suggests ways to improve his/her process.

Thorough competency development

4

Explains the social phenomenon in question, taking into account some of the factors, including the interests and points of view of the actors and witnesses. Often makes appropriate use of concepts related to the social phenomenon. Identifies in his/her process causes of his/her successes and difficulties.

Acceptable competency development

3

Formulates a hypothesis that is relevant to the question posed. Explains the social phenomenon in question, taking into account some of the factors (causes, consequences, other elements related to interpretation). Establishes similarities and differences between two societies of the same period. Sometimes makes appropriate use of concepts related to the social phenomenon. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines various documents concerning the object of interpretation. Relates the information he/she has found, without explaining the social phenomenon in question. Sometimes establishes similarities and differences between two societies of the same period. Lists actions taken as part of his/her process.

Minimal competency development

1

Formulates a hypothesis that is not relevant to the question posed. Skims over various documents concerning the object of interpretation. Finds information about the object of interpretation. Lists the information he/she has found, without explaining the social phenomenon in question.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history Secondary III

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in strengthening their exercise of citizenship through the study of history, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 25 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- examine a variety of documents concerning an object of citizenship (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of citizenship
- carry out tasks associated with an object of citizenship
- reflect on their process

Characteristics of Situations Secondary III	Evaluation Criteria
The documents contain explicit information (clearly expressed).	
The information is associated with an object of citizenship.	
The tasks allow students to do the following: • take into account social participation, public institutions, democratic life or social identity*	Consideration of community life and of the pluralistic nature of a society
• identify elements of continuity and change between the present and the past in relation to an object of citizenship	Application of historical knowledge to different contexts
• justify their opinion about a social issue	Discussion of social issues
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

* **Social participation** refers to human action, speaking out, acting to bring about change. **Public institutions** refers to origin, purpose, the citizen's role. **Democratic life** refers to values, principles, rights. **Social identity** refers to aspects, origin, diversity, shared identity.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history Secondary III

Advanced competency development

5

Gives his/her opinion about a social issue, basing it on appropriate facts. Makes appropriate use of the concepts related to the object of citizenship. Suggests ways to improve his/her process.

Thorough competency development

4

Takes community life and the pluralistic nature of a society into account in carrying out tasks. Identifies elements of continuity and change. Often makes appropriate use of concepts related to the object of citizenship. Identifies in his/her process reasons for his/her successes and difficulties.

Acceptable competency development

3

Often takes community life and the pluralistic nature of a society into account in carrying out tasks. Sometimes identifies elements of continuity and change. Gives an opinion about a social issue that is sometimes based on appropriate facts. Sometimes makes appropriate use of concepts related to the object of citizenship. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines various documents concerning the object of citizenship. Takes community life and the pluralistic nature of a society into little account in carrying out tasks. Gives an opinion about a social issue that is not based on facts. Lists actions taken as part of his/her process.

Minimal competency development

1

Skims over various documents concerning the object of citizenship. Finds information about the object of citizenship. Gives an opinion that is not relevant to the social issue in question.

HISTORY AND CITIZENSHIP EDUCATION
Competency 1: Examines social phenomena from a historical perspective
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in examining social phenomena from a historical perspective, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 14 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- examine a variety of documents concerning an object of inquiry (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of inquiry
- carry out tasks associated with an object of inquiry
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
The documents contain explicit information (clearly expressed) and implicit information (may be deduced or induced).	
The information is associated with an object of inquiry (a social phenomenon of the present).	
The tasks allow students to do the following: • make observations about an object of inquiry (a social phenomenon of the present) that are based on relevant elements* and take into account the time perspective** • formulate questions that take into account relevant elements* and the time perspective** (One of the questions must take into account relationships between aspects of society or take into account continuity and change.)	Relevance of the questions raised and Consideration of the time perspective
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

* Relevant elements: origin, context, beliefs, attitudes, values, facts, actors, witnesses, actions, points of view, causes, consequences, aspects of society.

** Time perspective: chronological reference points, synchrony, diachrony, continuity and change.

HISTORY AND CITIZENSHIP EDUCATION

Competency 1: Examines social phenomena from a historical perspective Secondary IV

Advanced competency development

5

Formulates questions that take into account relevant elements and the time perspective. One of the questions must take into account relationships between aspects of society or continuity and change. Makes appropriate use of concepts related to the social phenomenon in question. Suggests ways to improve his/her process.

Thorough competency development

4

Makes observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements and the time perspective. Often makes appropriate use of concepts related to the social phenomenon in question. Identifies in his/her process reasons for his/her successes and difficulties.

Acceptable competency development

3

Makes observations that are based on relevant elements or take into account the time perspective. Sometimes makes other observations that are based on relevant elements and take into account the time perspective. Formulates questions that take into account relevant elements or the time perspective, and sometimes both. Sometimes makes appropriate use of concepts related to the social phenomenon in question. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines documents concerning the object of inquiry. Formulates questions that take into account relevant elements or the time perspective. Lists actions taken as part of his/her process.

Minimal competency development

1

Skims over various documents concerning the object of inquiry. Finds information about the object of inquiry. Presents information about the object of inquiry without making any observations. Formulates questions that do not take into account relevant elements or the time perspective.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method

Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in interpreting social phenomena using the historical method, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 19 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- formulate a hypothesis (tentative explanation)
- examine a variety of documents concerning an object of interpretation (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of interpretation
- carry out tasks associated with an object of interpretation
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
A hypothesis is formulated based on a question about a social phenomenon or several hypotheses are formulated for each historical period.	
The documents contain explicit information (clearly expressed) and implicit information (may be deduced or induced).	
The information is associated with an object of interpretation that concerns a theme considered over the long term.	
The tasks allow students to do the following: • explain a social phenomenon, taking into account various factors (causes, consequences, interests and points of view of actors or witnesses, as well as other elements related to interpretation*)	Rigour of their historical reasoning
• identify elements of continuity and change between historical periods	Rigour of their historical reasoning
• describe changes in Québec society	Rigour of their historical reasoning
• establish similarities and differences between Québec society today and another society “elsewhere”	Critical distance
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

*The other elements related to interpretation are facts, space-time framework, circumstances, actions, actors, witnesses.

HISTORY AND CITIZENSHIP EDUCATION

Competency 2: Interprets social phenomena using the historical method Secondary IV

Advanced competency development

5

Explains the social phenomenon in question, taking into account various factors (causes, consequences and other elements related to interpretation). Describes changes in Québec society. Makes appropriate use of concepts related to the social phenomenon. Suggests ways to improve his/her process.

Thorough competency development

4

Explains the social phenomenon in question, taking into account some of the factors, including the interests and points of view of the actors and witnesses. Identifies elements of continuity and change. Often makes appropriate use of concepts related to the social phenomenon. Identifies in his/her process reasons for his/her successes and difficulties.

Acceptable competency development

3

Formulates a hypothesis that is relevant to the question posed. Explains the social phenomenon in question, taking into account some of the factors (causes, consequences other elements related to interpretation). Sometimes identifies elements of continuity and change. Sometimes describes changes in Québec society. Establishes similarities and differences between two societies of the same period. Sometimes makes appropriate use of concepts related to the social phenomenon. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines documents concerning the object of interpretation. Relates the information he/she has found, without explaining the social phenomenon in question. Sometimes establishes similarities and differences between two societies of the same period. Lists actions taken as part of his/her process.

Minimal competency development

1

Formulates a hypothesis that is not relevant to the question posed. Skims over various documents concerning the object of interpretation. Finds information about the object of interpretation. Lists the information he/she has found, without explaining the social phenomenon in question.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present the students with a variety of situations that enable them to demonstrate their competency in strengthening their exercise of citizenship through the study of history, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 25 of the History and Citizenship Education program).

The situations offered in Secondary Cycle Two should enable the students to do the following:

- examine a variety of documents concerning an object of citizenship (e.g. texts, maps, diagrams, tables, illustrated documents, time lines)
- find information about an object of citizenship
- carry out tasks associated with an object of citizenship
- reflect on their process

Characteristics of Situations Secondary IV	Evaluation Criteria
The documents contain explicit information (clearly expressed) and implicit information (may be deduced or induced).	
The information is associated with an object of citizenship.	
The tasks allow students to do the following: • take into account social participation, public institutions, democratic life or social identity*	Consideration of community life and of the pluralistic nature of a society
• identify elements of continuity and change between the present and the past in relation to an object of citizenship	Application of historical knowledge to different contexts
• justify their opinion about a social issue	Discussion of social issues
An opportunity is provided for students to reflect on ways to improve their process.	Critical analysis of their process

* **Social participation** refers to human action, speaking out, acting to bring about change. **Public institutions** refers to origin, purpose, the citizen's role. **Democratic life** refers to values, principles, rights. **Social identity** refers to aspects, origin, diversity, shared identity.

HISTORY AND CITIZENSHIP EDUCATION

Competency 3: Strengthens his/her exercise of citizenship through the study of history
Secondary IV

Advanced competency development

5

Uses facts effectively to make a persuasive argument. Makes appropriate use of the concepts related to the object of citizenship. Suggests ways to improve his/her process.

Thorough competency development

4

Takes community life and the pluralistic nature of a society into account in carrying out tasks. Identifies elements of continuity and change. Gives an opinion about a social issue that is based on appropriate facts. Often makes appropriate use of concepts related to the object of citizenship. Identifies in his/her process reasons for his/her successes and difficulties.

Acceptable competency development

3

Sometimes identifies elements of continuity and change. Often takes community life and the pluralistic nature of a society into account in carrying out tasks. Gives an opinion about a social issue that is sometimes based on appropriate facts. Sometimes makes appropriate use of concepts related to the object of citizenship. Highlights his/her strengths and identifies challenges to be met to improve his/her process.

Partial competency development

2

Examines various documents concerning the object of citizenship. Takes community life and the pluralistic nature of a society into little account in carrying out tasks. Gives an opinion about a social issue that is not based on facts. Lists actions taken as part of his/her process.

Minimal competency development

1

Skims over various documents concerning the object of citizenship. Finds information about the object of citizenship. Gives an opinion that is not relevant to the social issue in question.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of creation situations that enable them to develop and demonstrate their competency in creating dramatic works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 11 of the Drama program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- mobilize strategies associated with the creative dynamic
- enrich their creations by means of various documentary or artistic resources
- make use of elements of dramatic language in accordance with their creative intention
- work in a team
- keep a record of their creative process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- improvise, taking into account certain elements of dramatic performance
- compose short dramatic scenes, integrating elements of blocking and making use of the performance area
- present productions in the classroom in front of their classmates

Among other things, in **Secondary IV**, students must do the following:

- improvise, making use of elements of dramatic performance
- compose short scenes, making use of dramatic writing and staging
- develop the dramatic action using personal resources
- present productions in the classroom in front of their classmates

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DRAMA

Competency 1: Creates dramatic works

Secondary III and IV

Advanced competency development

5

Plans early in the process the steps of the creative work to be accomplished and encourages the exchange of ideas to stimulate his/her team. Creates roles in a written script, experiments with different aspects of his/her characters and adds perceptive stage directions to clarify the intentions of his/her characters. Includes different dramatic techniques in his/her scripts and uses different dramatic genres. Makes use of visual and sound elements and develops appropriate set designs to enrich his/her creations. Easily justifies his/her creative choices and identifies the learning accomplished during his/her creative projects.

Thorough competency development

4

Improvises the outline of the story in the performance space and retains, from among the ideas that emerge, those that best suit his/her creation. Invents credible characters and stories drawn from his/her personal experience or popular culture. Reuses elements from previous experiments in order to improve on his/her creation. Takes into account the essential elements of a character throughout the process of creation, organizes the performance space to support his/her creative projects and establishes conventions pertaining to the unity of time, space and action. Contributes in a meaningful way to the work of his/her team. Adjusts his/her creative projects in response to the comments of classmates and uses subject-specific vocabulary appropriately to describe his/her creative experiences.

Acceptable competency development

3

Expresses ideas if asked and respects the stimuli for creation. Regularly repeats the same type of characters in his/her creative projects. Organizes his/her creations taking dramatic structure into account (beginning, middle, end). Inserts stage directions into his/her scripts to indicate stage movement. Uses documentary material and resources provided (visual and audio elements) and takes the audience into account when organizing the performance space. Adjusts his/her creations in accordance with suggestions for improvement. Participates in teamwork, respects the performance conventions established by the team and completes his/her projects. Explains the main steps in his/her creative projects and writes them down in a personal record.

Partial competency development

2

Makes a synopsis of his/her creative projects, checks them with the teacher and carries out the expected tasks with help. Composes his/her stories with the help of ideas from classmates and uses gestures pertaining to himself/herself rather than to the character. Constructs his/her characters from stereotypes and modifies one aspect of them after receiving directions from the teacher. Makes minimal use of the performance space, follows the blocking decided by the team and speaks his/her lines on cue during the performances. Briefly describes his/her creative experiences.

Minimal competency development

1

Carries out short improvisations with the support of classmates. Uses the stage design already installed to work out his/her stage movements. Attributes a few features to his/her characters and adds an ending with the teacher's help. Presents his/her creations in preliminary form.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of performance situations that enable them to demonstrate their competency in performing dramatic works, in accordance with the requirements of the Québec Education Program (QEP) and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Drama program).

The situations offered should enable students to do the following:

- make use of various stimuli for performance
- mobilize strategies for advancing their performance processes
- explore a repertoire drawn from various historical periods and cultures
- enrich their performances by means of various documentary or artistic resources
- make use of elements of dramatic language in accordance with their communicative intention
- work in a team
- keep a record of their performance process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- play a character while making use of certain expressive elements identified in the dramatic content of the work
- construct their interpretation of a character using elements of dramatic performance
- present dramatic works in a spatial dimension using visual and sound elements
- present dramatic works in the classroom in front of their classmates

Among other things, in **Secondary IV**, students must do the following:

- play a character taking into account the expressive elements of the work
- construct their interpretation of a character using elements of dramatic performance
- present dramatic works in a spatial dimension making use of theatrical structure
- present dramatic works in front of their classmates and a school audience

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DRAMA

Competency 2: Performs dramatic works

Secondary III and IV

5 **Advanced competency development**

Plans the steps of the performance process. Takes ownership of the work by assimilating traits of the characters and exploring different ways of playing them. Accurately expresses the emotional range of the characters. Directs the physical staging arrangements of his/her team and adds relevant visual and sound elements to enrich his/her interpretations. Inserts elements of theatrical technique, makes appropriate use of theatrical costumes and takes classmates' comments into account to improve his/her performance. Accepts all types of roles offered him/her on short notice and reacts appropriately to unexpected situations. Explains his/her performance choices and problem-solving strategies.

4 **Thorough competency development**

Takes into account the particular features of the types of speech, motivations and character of the characters he/she is playing. Uses nonverbal means of communicating the characters' emotions. Improves his/her performance by using physical and vocal techniques. Respects elements of the work of the group in shaping his/her performance and respects the performance conventions adopted in the direction of the work. Uses his/her ideas and those of others to move the performance forward and stimulates the team with his/her comments. Makes relevant use of visual and sound elements and makes use of the entire performance space. Asks questions about the quality of his/her performances and makes adjustments to his/her interpretations.

3 **Acceptable competency development**

Summarizes the dramatic action and explores the basic traits of his/her characters. Follows the stage directions in his/her performances, speaks the lines clearly and on cue. Uses the visual and sound elements available in his/her stage movement and integrates costumes and accessories into his/her performances. Establishes visual contact with performance partners and retains his/her concentration when an error is pointed out. Describes his/her performance choices using the main terms of the subject-specific terminology.

2 **Partial competency development**

Identifies in the scripts the different scenes to be played. Describes the connections between the characters in the play and explores the details of his/her characters, with outside help. Creates a stage design by taking into account the locations mentioned in the work and plans some basic blocking. Uses examples suggested by classmates to play a character. Respects simple performance conventions and the established staging arrangements. Briefly describes his/her performance experiences.

1 **Minimal competency development**

Carries out the tasks with constant assistance. Chooses minor roles and plays with the script in hand. Wears the appropriate costume during performances and uses the materials assigned to him/her. Points out a particular moment in his/her performance.

DRAMA

Competency 3: Appreciates dramatic works Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dramatic works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 25 of the Drama program).

The situations offered should enable students to do the following:

- make use of various stimuli for appreciation
- mobilize strategies for advancing in their ability to appreciate dramatic works
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of content based on suggested appreciation approaches
- work alone, in a team or as a group
- communicate their appreciation verbally or in writing, using subject-specific vocabulary
- keep a record of their appreciations

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- examine the improvisations of classmates by focusing on the use of elements of dramatic performance
- examine the interpretation of characters by focusing on the use of expressive elements identified in the dramatic content of the work
- examine short dramatic scenes produced by classmates

Among other things, in **Secondary IV**, students must do the following:

- examine the improvisations of classmates by focusing on the use of different elements of dramatic performance
- examine a public reading
- examine the interpretation of characters by focusing on the use of expressive elements
- examine a theatrical performance by focusing on the use of elements of dramatic and theatrical structures

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DRAMA

Competency 3: Appreciates dramatic works

Secondary III and IV

- 5 Advanced competency development**
Identifies the contribution of visual and sound elements used in the production, as well as elements that advance the action. Adds relevant personal appreciation criteria. Illustrates his/her comments with concrete examples and shows objectivity in situations involving communication. Comments on the artistic choices of classmates and stimulates discussion by means of pertinent questions. Identifies the principal learning acquired during his/her appreciation experiences.
- 4 Thorough competency development**
Distinguishes the different levels of language in the works and describes the use of the performance space. Makes connections between the concepts introduced in the classroom and what he/she has seen on stage. Expresses an opinion of visual elements. Refers to his/her cultural references and to his/her artistic experiences to support his/her appreciation statements. Discusses with classmates what he/she felt during the performances and adjusts his/her appreciation statements, as needed. Communicates his/her appreciation statements using subject-specific vocabulary.
- 3 Acceptable competency development**
Comments on dramatic sequences using several observation criteria and compares the different productions of his/her classmates. Composes comments on the distinctive traits of the characters and identifies stereotypes. Expresses a point of view on the use of the performance space and the visual and sound elements chosen for the presentation.
- 2 Partial competency development**
Summarizes the scene or dramatic sequence and identifies a visual or sound element that caught his/her attention. Uses the observation strategies suggested by the teacher and formulates an opinion based on one aspect of the dramatic sequence. Briefly communicates his/her appreciation.
- 1 Minimal competency development**
Describes the broad outlines of dramatic sequences with the teacher's help. Identifies the obvious elements of the productions. Expresses a simple impression such as "I liked it" or "I didn't like it" or agrees with comments he/she has heard from others.

VISUAL ARTS
Competency 1: Creates personal images
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of creation situations that enable them to demonstrate their competency in creating personal images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 13 of the Visual Arts program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- carry out actions and mobilize strategies associated with the creative dynamic
- enrich their images by means of various documentary or artistic resources
- work alone
- keep a record of their creation process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III and Secondary IV**, students must do the following:

- use concepts from visual arts language in their creative intention
- transform tangible matter using memory, observation or invention, in order to produce two- or three-dimensional images
- create their images having access to traditional materials and tools

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

VISUAL ARTS

Competency 1: Creates personal images

Secondary III and IV

Advanced competency development

5

Develops his/her ideas by drawing on the visual repertoire and his/her cultural references. Keeps a record of his/her ideas and experiments in a recording tool and consults it regularly. Produces well-developed images and adds supplementary elements to enrich them. Selects novel ways to transform tangible matter and organize space. Justifies his/her choices throughout the process. Suggests well-chosen solutions when faced with unexpected problems. Refines his/her images to give them a personal touch.

Thorough competency development

4

Does experiments and varies his/her ideas from one creation to another. Mobilizes various resources to enrich his/her images. Uses materials in a relevant way, chooses appropriate gestures and uses visual arts language and spatial organization authentically. Organizes his/her time for the tasks to be carried out. Regularly consults his/her recording tool during the creative process. Describes his/her creative experiences using subject-specific vocabulary and keeps a record of his/her entire creative process.

Acceptable competency development

3

Takes into account the stimuli for creation and uses the documentary resources provided. Discusses with classmates to find ideas and completes his/her creative projects. Makes sketches and experiments with gestures using the tools and materials suggested. Selects elements of visual arts language and organizes space appropriately in order to produce his/her images. Identifies the strong and weak points of his/her process and names the main strategies he/she used.

Partial competency development

2

Asks questions to clarify the task, prepares the materials required to carry it out and notes down some creative ideas. Selects the basic elements of visual arts language and uses simple gestures and familiar materials. Talks about the steps in his/her process.

Minimal competency development

1

Sketches images based on his/her first idea and produces them with the help of classmates or the teacher. Uses materials and tools in a rudimentary way. Uses the colours provided as given and organizes the space in a simple manner.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of creation situations that enable them to demonstrate their competency in creating media images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Visual Arts program).

The situations offered should enable students to do the following:

- use stimuli for media creation according to the type of message to be conveyed (inform, persuade, entertain)
- take into account visual codes to enhance the effectiveness of the message
- mobilize strategies associated with the creative dynamic
- enrich their images by means of various documentary or artistic resources
- work alone
- keep a record of their creative process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- transform tangible matter using memory, observation or invention, in order to produce two-dimensional images
- use concepts from visual arts language
- create their images by having access to traditional materials and tools

Among other things, in **Secondary IV**, students must do the following:

- use concepts from visual arts language in their creative intention
- transform tangible matter using memory, observation or invention, in order to produce two-dimensional images
- create their images by having access to traditional materials and tools

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

VISUAL ARTS

Competency 2: Creates media images

Secondary III and IV

Advanced competency development

5

Plans his/her creative projects, does research and gathers relevant information on the messages to be conveyed to better understand the target audiences. Uses novel ways of transforming materials and organizing space. Produces well-developed images and adds supplementary elements to enrich them. Justifies his/her choices of visual codes, symbols, shapes and colours throughout the process and assesses the effect of his/her visual message.

Thorough competency development

4

Identifies the characteristics of the target audience and produces his/her images by choosing visual codes to communicate a clear, unambiguous message. Uses materials, gestures and elements of visual arts language and spatial organization to assign the appropriate function to the media image (to inform, persuade, entertain). Organizes his/her time for the tasks to be carried out. Describes his/her creative experiences using subject-specific vocabulary and keeps a record of his/her entire creative process.

Acceptable competency development

3

Uses the documentary resources available to produce his/her media image, based on the stimuli for creation and completes his/her projects. Makes sketches of his/her creative projects and produces his/her media images using the visual codes suggested by the teacher. Organizes space appropriately to communicate the messages. Experiments with gestures using the tools and materials appropriate to his/her media creation projects. Identifies the strong and weak points of his/her creative process and names some of the strategies used.

Partial competency development

2

Asks questions to clarify the task, prepares the materials required for his/her projects and notes down some creative ideas. Transmits visual messages that partially respect the stimuli for creation. Selects the basic elements of visual arts language and uses simple gestures and familiar materials. Talks about the steps in his/her process.

Minimal competency development

1

Identifies a target audience and produces his/her image using familiar visual codes. Sketches his/her images based on a first idea and produces them with the help of classmates or the teacher. Uses materials and tools in a rudimentary way. Inserts the suggested media elements and organizes the space in a simple manner.

VISUAL ARTS
Competency 3: Appreciates images
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating images, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 28 of the Visual Arts program).

The situations offered should enable students to do the following:

- make use of various stimuli for appreciation
- carry out actions and mobilize strategies associated with the procedure for appreciation
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of content based on suggested appreciation approaches
- work alone or with others
- keep a record of their work
- personalize their recording tool
- communicate their appreciation using the appropriate vocabulary

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- read works of art, cultural objects from the artistic heritage and media images
- read the productions of their classmates
- recognize the materials and tools used
- recognize concepts from visual arts language
- keep a record of their appreciation process

Among other things, in **Secondary IV**, students must do the following:

- read works of art, cultural objects from the artistic heritage and media images
- read the productions of their classmates
- understand the meaning and symbolism of a work
- recognize the materials and tools used
- recognize concepts from visual arts language
- keep a record of their appreciation process

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

VISUAL ARTS

Competency 3: Appreciates images

Secondary III and IV

Advanced competency development

5

Compares the works of one artist and the most well-known artistic currents. Uses personal research to enrich his/her appreciations. Deepens his/her appreciations by asking relevant questions and helping classmates to define their ideas. Justifies his/her interpretations of the meaning of images with arguments that take the images' components into account. Makes connections with certain aspects of other appreciation experiences.

Thorough competency development

4

Identifies the sociocultural and historical aspects in works of art, cultural objects and media images and makes connections between different works. Identifies the characteristics of images observed such as their expressive elements, symbolic aspects and type of spatial representation. Points out elements that foster the effectiveness of a message and take into account the target audience. Justifies his/her appreciation with appropriate comments employing correct usage of subject-specific vocabulary in a personalized recording tool.

Acceptable competency development

3

Formulates his/her appreciations taking into account the selected criteria. Distinguishes a historical work from a contemporary one and names the elements of visual arts language observed in the work. In works he/she observes, identifies simple ways of organizing space and points out the presence of perspective. Associates an emotion he/she feels with an aspect of the image. Mentions the characteristics of a media image and identifies its message. Describes his/her appreciation process and keeps a record of it in a recording tool.

Partial competency development

2

Identifies the basic elements of visual arts language in a work: shapes, lines, colours, textures and patterns. Describes the main idea of works and briefly communicates his/her appreciations, taking into account the criteria suggested and relying on general observations.

Minimal competency development

1

Carries out the simplest steps of an appreciation process. Distinguishes a figurative work from a non-figurative work. Makes a comment, with the help of the teacher, referring to the most obvious elements of the work. Talks about some aspect of his/her appreciation process.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of creation situations that enable them to demonstrate their competency in creating dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 13 of the Dance program).

The situations offered should enable students to do the following:

- make use of various stimuli for creation
- mobilize strategies associated with the creative dynamic
- enrich their creations by means of various documentary or artistic resources
- make use of elements of dance language in accordance with their creative intention
- work alone, in a team or as a group
- keep a record of their creative process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- adapt movement sequences
- make use of the body, space, time, energy and their interrelations
- use compositional procedures
- make use of or experiment with elements of choreographic structure
- present their adaptations in front of classmates

Among other things, in **Secondary IV**, students must do the following:

- improvise movement sequences
- compose dances
- make use of the body, space, time, energy and their interrelations
- use compositional procedures
- make use of elements of choreographic structure
- present their improvisations and choreographies in front of their classmates

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DANCE

Competency 1: Creates dances

Secondary III and IV

Advanced competency development

5

Makes use of various sources of information to develop his/her creation and anticipates the steps in the tasks to be carried out. Suggests refined movements and expressive elements to enhance his/her creative projects. Uses an innovative combination of elements of dance language, dance structure and composition procedures to develop his/her creative projects. Stimulates his/her team with his/her comments and original choreographic ideas. Proposes solutions to a problem, taking into account the physical and expressive capacities of his/her group.

Thorough competency development

4

Shows a clear understanding of the stimulus for creation and modifies, improvises or composes movement sequences in an original way, according to the meaning he/she wishes to express in his/her creations. Makes use of elements of dance language and his/her technical skills to vary the movement. Chooses composition procedures appropriate to the creative intention. Ensures that the work of his/her team is followed up from one period to the next. Adjusts his/her creative projects according to comments received. Explains his/her choreographic choices and points out the learning related to the creative dynamic. Describes his/her creative experiences using terms from the subject-specific vocabulary. Keeps a record of his/her creative ideas in a recording tool.

Acceptable competency development

3

Starts off his/her work with an element of information taken from his/her research and takes into account the stimulus for creation when making choreographic choices. Carries out tasks using his/her stock of gestures and simple dance elements. Structures his/her dances, observing the sequence (beginning, middle, end). Modifies certain aspects of his/her creative projects when given suggestions for improvement and completes his/her projects. Participates in discussions with the team and comments on his/her creative experience.

Partial competency development

2

Sketches out his/her dances based on an element of dance language or a choreographic principle. Uses mainly the extremities of the body, levels (upper, mid, low) and simple spatial actions to adapt, improvise or compose movement sequences. Plays the role he/she was assigned by the team and looks for approval or asks for help from classmates or the teacher to pursue his/her work. Explains the initial idea and the main choices made by his/her team.

Minimal competency development

1

Performs the simplest aspects of the tasks with constant help. Relies on imitation to carry out tasks or reproduces stereotypical movements. Plays a limited role within the team. Observes his/her classmates during the creative work and follows their suggestions.

DANCE
Competency 2: Performs dances
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of performance situations that enable them to demonstrate their competency in performing dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 20 of the Dance program).

The situations offered should enable students to do the following:

- make use of various stimuli for performance
- mobilize strategies associated with the performance procedure
- explore a repertoire drawn from various historical periods and cultures and enrich their performances with elements drawn from cultural references (meetings with artists, various documentation, etc.)
- make use of elements of movement technique in accordance with their communicative intention
- work alone, in a team or as a group
- keep a record of their performance process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- make use of aspects associated with mobility
- make use of aspects associated with postural alignment
- make use of aspects associated with artistic expression
- take into account dance conventions
- perform the linked sequences prescribed and their adaptations in front of classmates

Among other things, in **Secondary IV**, students must do the following:

- make use of aspects associated with mobility
- make use of aspects associated with postural alignment
- make use of aspects associated with artistic expression
- take into account dance conventions
- perform the linked sequences prescribed and someone else's choreography in front of classmates

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DANCE

Competency 2: Performs dances

Secondary III and IV

- 5 Advanced competency development**
Links movements fluidly and demonstrates musicality. Performs complex movement sequences with amplitude, making maximum use of the space. Adjusts his/her performances to bring out the expressive aspects of his/her dances or to take into account changes in choreography or set design. Helps his/her partners to solve problems related to mobility and artistic expression by suggesting the corrections required. Takes advantage of learning acquired in other performance situations and shares his/her memorization strategies.
- 4 Thorough competency development**
Memorizes and rehearses movement sequences autonomously. Performs movements with precision, uses weight transfer effectively and adjusts his/her stage movements in accordance with those of his/her partners. Uses orientation markers appropriately and maintains his/her focus in spite of unexpected situations. Controls his/her movements according to changes in direction and adjustments made to the sequence, taking into account his/her motor abilities. Asks questions in order to improve his/her performances. Communicates the intention of the dance through facial or bodily expressions. Points out his/her expressive qualities and the learning he/she has acquired using subject-specific vocabulary.
- 3 Acceptable competency development**
Observes the sequence to be performed and identifies the technical difficulties of linking the movements. Executes the entire sequences of movements, generally reproducing them according to the prescribed rhythm. Carries out simple movements from one stage area to another while keeping the beat in dances of medium tempo. Integrates dynamic principles associated with isolation and coordination in a nonlocomotor sequence. Respects the personal space assigned to him/her throughout the sequence and maintains concentration during the performance. Corrects the execution of certain movements when errors are pointed out to him/her. Keeps a record of his/her performance process.
- 2 Partial competency development**
Memorizes sections of the dance. Executes movements associated with simple rhythmic patterns and uses music as a guide to performing a sequence of movements. Performs movements that rely on one part of the body and finds his/her place in different types of formations. Identifies the most obvious errors in his/her performance and works on the execution of his/her movements with help from classmates.
- 1 Minimal competency development**
Carries out the movement sequences in a basic way with constant help. Performs the simplest parts of the sequence and relies on imitation during performances for an audience.

DANCE
Competency 3: Appreciates dances
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating dances, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 27 of the Dance program).

The situations offered should enable students to do the following:

- make use of various stimuli for appreciation
- mobilize strategies associated with their appreciation process
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of the dance or the work based on the suggested appreciation approaches
- work alone, in a team or as a group
- keep a record of their appreciation process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- consider dances created or performed by classmates
- comment on creative aspects (elements of dance language, elements of structure and composition procedures)
- comment on performance aspects (mobility and artistic expression)
- communicate their appreciation orally or in writing

Among other things, in **Secondary IV**, students must do the following:

- consider a work from the dance repertoire
- comment on aspects related to the creative work (elements of dance language, elements of structure, compositional procedures, elements of stage environment and symbolic dimension)
- comment on performance aspects (mobility and artistic expression)
- comment on aspects related to cultural references (elements of dance history)
- communicate their appreciation orally or in writing

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

DANCE

Competency 3: Appreciates dances

Secondary III and IV

Advanced competency development

5

Suggests elements to observe and describes clearly his/her ideas about dances. Notes the dynamic qualities of movements affecting the quality of dance performances. Asks questions about choreographic choices and notes the elements that help express the meaning of dances. Comments on the aesthetic qualities of the dances observed and discusses his/her observations and feelings with his/her classmates. Points out the similarities and differences in the treatment of choreographic elements in the creations of classmates.

Thorough competency development

4

Recognizes the strong and weak points in performances and compares one performance to another. Associates the expressive and symbolic elements of performances with the images and reactions they elicit in the viewer in order to support his/her appreciations. Comments on the choreographic structure of dances. Refers to artistic experiences to support his/her appreciations. Communicates his/her appreciation in a structured manner using subject-specific vocabulary.

Acceptable competency development

3

Mentions the composition procedures used and an element of dance language in the dances observed. Describes the general development of dances and identifies associations between the movement and the sound environment. Develops his/her appreciations from a key moment in the dances or from predetermined criteria. Comments on the performance of dances by referring to aspects associated with artistic expression. Adjusts his/her appreciations in light of suggestions received.

Partial competency development

2

Names the basic elements of dance language and simple concepts of choreographic organization present in the performance. Communicates briefly his/her appreciations in a rudimentary manner, taking into account a given criterion and associating stereotypical images with the dances.

Minimal competency development

1

Describes the beginning and the end of the dance. Identifies the simple elements that make up the dances and comments on the costumes, music or sound effects. Formulates his/her appreciations based on an element of the dances observed. Expresses a simple impression such as "I liked it" or "I didn't like it" or agrees with comments he/she has heard from others.

MUSIC
Competency 1: Creates musical works
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of creation situations that enable them to demonstrate their competency in creating musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 12 of the Music program).

The situations offered should enable students to do the following:

- make use of ideas taken from the stimuli for creation
- mobilize strategies associated with the creative dynamic
- enrich their creations using elements from cultural references
- make use of elements of musical language in accordance with their creative intention
- work alone, in a team or interacting with others
- keep a record of their creative process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- improvise, taking into account certain elements of musical language and structure
- compose, taking into account certain elements of musical language and structure
- use one or more composition techniques
- create sound productions

Among other things, in **Secondary IV**, students must do the following:

- improvise, making use of elements of musical language and structure
- compose, making use of elements of musical language and structure
- use compositional procedures
- transcribe their creative productions using a graphic representation
- create sound productions

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

MUSIC

Competency 1: Creates musical works Secondary III and IV

Advanced competency development

5

Makes use of his/her instrument's range to develop and enrich his/her creative ideas. Improvises melodies alone, combining elements of musical language and structure. Makes use of musical elements in novel ways and uses more than one compositional procedure to enrich his/her creative works. Writes out his/her scores using a notation code (traditional, nontraditional or personal). Acts to stimulate teamwork in order to improve the musical creation. Explains the strong and weak points in his/her creative process and finds solutions to problems encountered.

Thorough competency development

4

Plans the principal stages of his/her work and uses simple or complex structures (form, rhythmic and melodic organization) to compose a musical work. Uses previous experiments in an appropriate way, uses his/her instrumental technique to advantage and incorporates expressive elements in his/her compositions. Improvises a melody on his/her instrument accompanied by a harmonic base. Expresses well-chosen comments on the work of his/her group and describes the steps of the creative process using subject-specific vocabulary.

Acceptable competency development

3

Explores different approaches related to the stimulus for creation and tries out different ways of using his/her ideas. Composes a musical work using one or more compositional procedures. Improvises a rhythmic or melodic sequence using the appropriate sound sources. Incorporates previous experiments with sound effects or musical elements into his/her creative works. Uses suggestions from the teacher or from classmates to complete his/her creative projects. Mentions the difficulties encountered and the principal steps in his/her creative process, and keeps a record of them.

Partial competency development

2

Carries out tasks in a rudimentary manner and develops his/her creations based on musical stereotypes, according to the suggested procedure. Experiments with note sequences and completes a melody with joined sounds or repeated notes. Produces a short melodic improvisation based on a simple structure (musical bridge). Invents a repetitive rhythmic pattern (rhythmic ostinato). Uses the basic register of his/her instrument in his/her creations.

Minimal competency development

1

Presents his/her creation in a sketchy state. Composes a short rhythmic or melodic work and improvises a simple rhythmic sequence with help. Reproduces the sounds heard in the classroom and uses a single sound source in his/her creation. Comments on his/her creative experiences in a rudimentary manner.

MUSIC
Competency 2: Performs musical works
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of performance situations that enable them to demonstrate their competency in performing musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Music program).

The situations offered should enable students to do the following:

- make use of ideas taken from the stimuli for performance
- mobilize strategies associated with their performance processes
- explore a repertoire drawn from various historical periods and cultures
- enrich their performances by means of various documentary or artistic resources
- make use of elements of learning content in accordance with their communicative intention
- work in small and large groups or occasionally play as a soloist
- keep a record of their performance process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- play musical works, taking into account some elements of its expressive character
- play their own creations
- use the basic register of their instruments
- present sound productions

Among other things, in **Secondary IV**, students must do the following:

- play musical works, taking into account some elements of their expressive character
- play their own creations
- use the middle register of their instrument
- present sound productions

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

MUSIC

Competency 2: Performs musical works

Secondary III and IV

- Advanced competency development**
- 5** Tunes his/her instrument autonomously and sight-reads short pieces. Plays a supplementary repertoire at a level equivalent to or higher than the level offered in the classroom. Plays a solo and his/her own creation in a personal manner, respecting all the indications on the score and bringing out the expressive nature of the works. Shows leadership within the group by suggesting improvements to the performance of works. Identifies the difficulties encountered and finds solutions autonomously.
- Thorough competency development**
- 4** Uses effective reading strategies to become familiar with the work. Makes use of available resources and refers to the learning acquired during previous performances. Plays works in an expressive way, taking into account simple articulation signs and changes in tempo. Takes into account the structure of the piece, responds to the directions of the conductor and rejoins the ensemble performance by finding the exact place in the score to resume playing. Uses advanced elements of technique to advantage in his/her performance. Describes the steps of his/her performance process using subject-specific vocabulary.
- Acceptable competency development**
- 3** Identifies the principal elements of musical language and structure in his/her score, such as rhythmic sequences, articulation signs and similarities and differences between passages. Plays his/her score according to the key signature and dynamic signs, links musical phrases and adjusts to ensemble playing according to the conventions established. Makes notes on the score pertaining to his/her performance. Improves his/her performance in the light of comments received. Keeps a record of his/her performance experience.
- Partial competency development**
- 2** Uses the strategies suggested by the teacher in order to become familiar with the content of the work. Assumes the appropriate posture for playing, uses basic fingering and elementary techniques to produce the sounds. Plays a musical work containing simple rhythmic units. Corrects his/her playing errors, provided that errors of technique and reading are pointed out to him/her.
- Minimal competency development**
- 1** Identifies the notes and rests in the score. Plays short melodies alone, using the basic register of his/her instrument. Participates in ensemble performance, playing simple parts of the work and locating the required bar in the score.

MUSIC
Competency 3: Appreciates musical works
Secondary III and IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of appreciation situations that enable them to demonstrate their competency in appreciating musical works, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 23 of the Music program).

The situations offered should enable students to do the following:

- make use of various stimuli for appreciation
- mobilize strategies associated with their appreciation process
- explore a repertoire drawn from various historical periods and cultures and enrich their appreciations by using different artistic and documentary resources
- identify elements of learning content based on suggested appreciation approaches
- work alone, in a team or interacting with others
- communicate their appreciation verbally or in writing
- keep a record of their appreciation process

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- examine the creative productions of classmates
- consider the works in the repertoire
- comment on various sound media, elements of musical language and structure, compositional procedures and elements of technique

Among other things, in **Secondary IV**, students must do the following:

- examine the creative productions of classmates
- consider the works in the repertoire
- comment on how various sound media, elements of musical language and structure, compositional procedures and elements of technique have been used

Note:

This scale is designed for the compulsory program; it can also be adapted to evaluate students in the optional or multimedia programs—see the Québec Education Program for details of these programs.

MUSIC

Competency 3: Appreciates musical works

Secondary III and IV

Advanced competency development

5

Identifies elements related to the historical context and makes connections between the sociocultural environment and the works produced in that environment, as well as between the melodic organization and the effect felt by a listener. Makes an aesthetic judgment based on the criteria related to elements of musical language and structure. Stimulates discussion of the work by asking questions. Enriches his/her appreciations by using the result of his/her research or establishing connections with other subject areas.

Thorough competency development

4

Suggests relevant appreciation criteria. Communicates his/her appreciations using subject-specific vocabulary. Points out the musical elements featured in the creations of classmates or works of the repertoire. Recognizes the style of works based on his/her own cultural references and situates the sociocultural context of the works by identifying the sound media used. Refers to his/her artistic experiences to support his/her appreciations. Identifies similarities between the elements of content examined in class and aspects of the composition of a work. Reviews his/her appreciations following discussions with his/her classmates or with the teacher.

Acceptable competency development

3

Communicates his/her appreciations, taking into account the selected criteria. Identifies the tempo of a musical work and the repetition of a musical phrase within it, as well as basic concepts of rhythmic, melodic and harmonic organization. Makes connections between the expressive elements used in a work and the emotions perceived or felt. Recognizes the style of a work from the repertoire of his/her immediate culture. Keeps a record of his/her appreciation process.

Partial competency development

2

Identifies several elements of dynamics and tempo and recognizes, based on his/her cultural references, a work heard in a different context. Constructs and communicates his/her appreciations in a rudimentary manner based on an element of the works heard.

Minimal competency development

1

Communicates a rudimentary appreciation with the support of the teacher. Identifies musical contrasts in a work, and at least one instrument used. Names an impression, a feeling or an atmosphere created by a work. Constructs his/her judgment based on the opinion of classmates.

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 12 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- develop their competency in various types of physical activities
- exhibit ethical behaviour and apply the safety rules required by the situation
- describe their experience based on records (e.g. visual, written, electronic) and identify what they have learned

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- perform movement skills or sequences that are appropriate in terms of the form and the performance
- use one or more appropriate techniques, in accordance with the type of physical activity

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

PHYSICAL EDUCATION AND HEALTH

Competency 1: Performs movement skills in different physical activity settings

Secondary III

Advanced competency development

5

Judiciously selects movement skills in keeping with the types of physical activities to be carried out and some of the constraints. Performs movement skills and sequences, adjusting the direction and pace in keeping with the goals of the task. Adjusts position and movement skills to the unforeseeable aspects of the activity (environment). Justifies his/her choices and explains any adaptations made. Intervenes in order to ensure the safety of others.

Thorough competency development

4

Performs warm-up and stretching exercises suited to the types of physical activities. Plans, in an appropriate manner, his/her movement skills and sequences suited to the constraints associated with the types of physical activities carried out and performs them smoothly. Uses one or more techniques suited to the types of physical activity. Evaluates the effectiveness of his/her process based on records and the results obtained in order to determine what improvements to make and what elements to keep. Identifies learning that can be transferred to other tasks or types of physical activities. Communicates using subject-specific vocabulary and adopts positive attitudes (fair play, helping others, sense of responsibility, acceptance of differences, perseverance, etc.).

Acceptable competency development

3

Uses resources suggested by the teacher (posters, documents, tables, Internet). Plans his/her movement sequences while taking into account certain constraints and requirements associated with the types of physical activities. Performs sequences smoothly and combines movement skills specific to certain techniques, depending on the types of physical activities, and regains his/her balance, if necessary. Partially evaluates his/her process based on records and results obtained, and makes adjustments. Follows safety rules during physical activities.

Partial competency development

2

Performs warm-up and stretching exercises, with help. Performs unplanned sequences with little control. Leaves out one or more parts of the movement sequences or puts too much emphasis on one or more parts of the movement. With help, identifies his/her successes and difficulties. Makes improvements to performances when solutions are suggested. Perseveres despite difficulties.

Minimal competency development

1

Carries out the steps of his/her process with constant help. Follows the simplest procedures in the execution of tasks. Performs movement skills specific to the types of physical activities, stopping frequently. Maintains his/her balance for a short period by performing superfluous movements. Often makes random changes to the order of movement skills during performance.

PHYSICAL EDUCATION AND HEALTH

Competency 2: Interacts with others in different physical activity settings

Secondary III

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- develop their competency in various types of physical activities
- exhibit ethical behaviour and apply the safety rules required by the situation
- relate to others; work in pairs or with a group (partners or opponents)
- describe their experience based on records (e.g. visual, written, electronic) and identify what they have learned

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must develop principles of motion in the proportions indicated below. Some of these principles may have been studied in previous years:

- cooperation activities: 2/2
- combat activities: 4/8
- duelling activities: 3/6
- group activities in a common space: 8/15
- group activities in a separate space: 6/11

The proportions given above determine the number of action rules that the teacher has selected from the total number of action rules listed in the program content presented in the Physical Education and Health program on pages 31 to 33.

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

PHYSICAL EDUCATION AND HEALTH

Competency 2: Interacts with others in different physical activity settings

Secondary III

Advanced competency development

- 5** When developing a detailed plan of action, takes into account the task to be carried out and all the applicable constraints, and suggests solutions to anticipated problems. Adapts position and movement skills to the unforeseeable aspects of the activity (environment or peers). If necessary, suggests possible solutions to problems identified following the evaluation of the action plan and performances. Justifies his/her choice of strategies and explains the adaptations that were made. Intervenes, as needed, in order to ensure the safety of others.

Thorough competency development

- 4** Performs warm-up and stretching exercises suited to the types of physical activities. When developing strategies, he/she takes into account the strengths and difficulties of peers and cooperates in the evaluation of the action plan. When the situation warrants it, or when the time is right, sends clear messages to partner(s) or misleading messages to opponent(s). Adjusts his/her position and movement skills to those of his/her peers. Evaluates the effectiveness of his/her process based on records and the results obtained in order to determine what improvements to make and what elements to keep. Partially evaluates his/her process based on records and results obtained, and makes adjustments. Identifies learning that can be transferred to other tasks or types of physical activities. Communicates using subject-specific vocabulary. Adopts positive attitudes (fair play, helping others, sense of responsibility, acceptance of differences, perseverance, etc.).

Acceptable competency development

- 3** Takes into account the number of action rules proposed, certain constraints associated with the types of physical activities. Uses resources suggested by the teacher (peers, posters, documents, tables, Internet) to establish an action plan. Performs offensive, defensive and cooperative actions in playing the role assigned in the action plan. Complies with the ideas suggested by teammates when evaluating the action plan and accepts the comments and differing points of view in a positive manner. Partially evaluates his/her process based on records and results obtained, and makes adjustments. Follows safety rules during physical activities.

Partial competency development

- 2** Performs warm-up and stretching exercises, with help. Complies with the ideas suggested by teammate(s) when evaluating the action plan. Partially applies the strategies set out in the action plan by performing a few offensive, defensive or cooperative actions. Plays his/her role with help from teammate(s). Makes suggested improvements to cooperation, performances and action plans. With help, identifies his/her successes and difficulties. Perseveres despite difficulties.

Minimal competency development

- 1** Carries out the steps of his/her process with constant help. Performs movement skills without taking the action plan into account. Takes up limited space or moves ineffectively in playing his/her role.

PHYSICAL EDUCATION AND HEALTH
Competency 3: Adopts a healthy, active lifestyle
Secondary III

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- make critical use of information from various sources on the impact of lifestyle habits on health and well-being
- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- exhibit ethical behaviour and apply the safety rules required by the situation
- consider issues in depth and gradually assume responsibility for their health and well-being
- use various tools to make a judgment with respect to their lifestyle habits and the extent to which they have attained their objectives

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary III**, students must do the following:

- show that they have maintained one healthy lifestyle habit or incorporated such a habit into their daily lives
- show that they are committed to a process to improve or maintain their physical condition
- reflect on how physical activities can be practised safely
- critically assess the factors that affect their preferences and interests in the choice of lifestyle habits
- examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of some of their behaviours
- establish a directory of sports facilities and services offered in school and community settings, and make choices accordingly

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary III.

PHYSICAL EDUCATION AND HEALTH

Competency 3: Adopts a healthy, active lifestyle

Secondary III

Advanced competency development

5

Raises relevant questions about lifestyle habits and their consequences on health and well-being. Sets objectives beyond established requirements. Justifies choice of lifestyle habits and explains adjustments made to reach his/her objectives. Determines various ways to improve or maintain lifestyle habits. With relevant records, demonstrates that he/she frequently practises a healthy, active lifestyle. Analyzes the effects of integrating healthy lifestyle habits on his/her health, well-being and fitness level.

Thorough competency development

4

Drawing on a variety of sources of information and following set requirements, develops a plan designed to improve or maintain his/her lifestyle habits. Demonstrates that his/her results on the physical fitness tests are in keeping with the recognized standards for his/her age group. At key moments, identifies the state of his/her lifestyle habits and, if necessary, adjusts the plan accordingly. Evaluates the effectiveness of his/her process based on records and results to demonstrate that he/she has improved and maintained his/her lifestyle habits. Identifies learning that could be carried over to activities related to the other two competencies of the Physical Education and Health program. Communicates using subject-specific vocabulary.

Acceptable competency development

3

Makes distinctions between his/her healthy and unhealthy lifestyle habits and identifies certain effects on his/her health. After reflection, sets objectives for certain lifestyle habits. Uses resources suggested by the teacher (posters, tables, documents and Internet). Develops a plan to improve or maintain lifestyle habits and explains the requirements for its implementation. Puts together a list of physical activities that could be performed in school, at home or in the community. Partially evaluates his/her process and the extent to which he/she has attained the objectives, based on records kept and results obtained, and makes adjustments.

Partial competency development

2

With help, sets objectives designed to improve or maintain lifestyle habits. Demonstrates that he/she has improved or maintained results in a component of health-related fitness, in accordance with the recognized standards for his/her age group. Incorporates into his/her plan a few actions designed to improve or maintain his/her lifestyle habits. With help, identifies his/her successes and difficulties. Makes adjustments when suggestions are made. Perseveres despite difficulties.

Minimal competency development

1

Carries out the steps of his/her process with constant help. Hardly uses the recording tool. Takes few steps toward improving or maintaining lifestyle habits. Reuses the same reflections that hardly meet requirements.

PHYSICAL EDUCATION AND HEALTH
Competency 1: Performs movement skills in different physical activity settings
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in performing movement skills in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 12 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- develop their competency in various types of physical activities
- exhibit ethical behaviour and apply the safety rules required by the situation
- describe their experience based on records (e.g. visual, written, electronic) and identify what they have learned

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary IV**, students must do the following:

- ensure that the direction and pace of movement skills and sequences are adjusted according to the intended outcome
- consolidate the techniques developed and, if applicable, become familiar with new techniques according to the variety of physical activities presented

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary IV.

PHYSICAL EDUCATION AND HEALTH

Competency 1: Performs movement skills in different physical activity settings

Secondary IV

Advanced competency development

- 5** Judiciously selects movement skills in keeping with the types of physical activities to be carried out and all of the constraints. Performs movement skills and sequences with continuity and precision. Justifies his/her choices and explains any adaptations made. Intervenes in order to ensure the safety of others.

Thorough competency development

- 4** Performs warm-up and stretching exercises suited to the types of physical activities. Plans, in an appropriate manner, his/her movement skills and sequences suited to the constraints associated with the types of physical activities carried out. Performs movement skills and sequences smoothly, adjusting direction and pace to the intended outcome. Uses techniques suited to the types of physical activity. Adjusts his/her position and movement skills to the unforeseeable aspects of the activity (environment). Evaluates the effectiveness of his/her process based on records and results obtained in order to determine what improvements to make and what elements to keep. Adopts positive attitudes (fair play, helping others, sense of responsibility, acceptance of differences, perseverance, etc.).

Acceptable competency development

- 3** Uses resources suggested by the teacher (posters, documents, tables, Internet). Plans his/her movement sequences while taking into account certain constraints associated with the types of physical activities. Performs sequences smoothly and combines movement skills specific to certain techniques, depending on the types of physical activities, and regains his/her balance, if necessary. Partially evaluates his/her process based on records and results obtained, and makes adjustments. Identifies learning that can be transferred to other tasks or types of physical activities. Communicates using subject-specific vocabulary. Follows safety rules during physical activities.

Partial competency development

- 2** Performs warm-up and stretching exercises, with help. Performs unplanned sequences with little control. Leaves out one or more parts of the movement sequences or puts too much emphasis on one or more parts of the movement. With help, identifies his/her successes and difficulties. Makes improvements to performances when solutions are suggested. Perseveres despite difficulties.

Minimal competency development

- 1** Carries out the steps of his/her process with constant help. Follows the simplest procedures in the execution of tasks. Performs movement skills specific to the types of physical activities, stopping frequently. Maintains his/her balance for a short period by performing superfluous movements. Often makes random changes to the order of movement skills during performance.

PHYSICAL EDUCATION AND HEALTH
Competency 2: Interacts with others in different physical activity settings
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in interacting with others in different physical activity settings, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 17 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- develop their competency in various types of physical activities
- exhibit ethical behaviour and apply the safety rules required by the situations
- relate to others; work in pairs or with a group (partners or opponents)
- describe their experience based on records (e.g. visual, written, electronic) and identify what they have learned

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary IV**, students must develop principles of motion in the proportions indicated below. Some of these principles may have been studied in previous years:

- | | |
|-------------------------------|--|
| - cooperation activities: 2/2 | - group activities in a common space: 9/15 |
| - combat activities: 5/8 | - group activities in a separate space: 7/11 |
| - duelling activities: 4/6 | |

The proportions given above determine the number of action rules that the teacher has selected from the total number of action rules listed in the program content presented in the Physical Education and Health program on pages 31 to 33.

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary IV.

5**Advanced competency development**

When developing a detailed plan of action (e.g. position in space, action rules, direction of movement), takes into account the task to be carried out and the applicable constraints, and suggests solutions to anticipated problems. If necessary, suggests possible solutions to problems identified following the evaluation of the action plan and performances. Justifies his/her choices of strategies and explains the adaptations that were made. Intervenes, as needed, in order to ensure the safety of others.

4**Thorough competency development**

Performs warm-up and stretching exercises suited to the types of physical activities. Takes into account the strengths and difficulties of peers when planning detailed strategies (e.g. position in space, action rules, direction of movement) and cooperates in the evaluation of the action plan. When the situation warrants it, or when the time is right, sends clear messages to partner(s) or misleading messages to opponent(s). Adjusts his/her position and movement skills to the unforeseeable aspects of the activity (environment or peers). Evaluates the effectiveness of his/her process based on records and results obtained in order to determine what improvements to make and what elements to keep. Adopts positive attitudes (fair play, helping others, sense of responsibility, acceptance of differences, perseverance, etc.).

3**Acceptable competency development**

Takes into account the number of action rules proposed, certain constraints associated with the types of physical activities. Uses resources suggested by the teacher (peers, posters, documents, tables, Internet) to establish an action plan. Performs offensive, defensive and cooperative actions in playing the role assigned in the action plan. Complies with the ideas suggested by teammates when evaluating the action plan and accepts the comments and differing points of view in a positive manner. Partially evaluates his/her process based on records and results obtained, and makes adjustments. Identifies learning that can be transferred to other tasks or types of physical activities. Communicates using subject-specific vocabulary. Follows safety rules during physical activities.

2**Partial competency development**

Performs warm-up and stretching exercises, with help. Complies with the ideas suggested by teammate(s) when evaluating the action plan. Partially applies the strategies set out in the action plan by performing a few offensive, defensive or cooperative actions. Plays his/her role with help from teammate(s). Makes suggested improvements to cooperation, performances and action plans. With help, identifies his/her successes and difficulties. Perseveres despite difficulties.

1**Minimal competency development**

Carries out the steps of his/her process with constant help. Performs movement skills without taking the action plan into account. Takes up limited space or moves ineffectively in playing his/her role.

PHYSICAL EDUCATION AND HEALTH
Competency 3: Adopts a healthy, active lifestyle
Secondary IV

At the end of each year of Secondary Cycle Two, the teacher must prepare competency reports after determining the competency levels attained by the students. Throughout the cycle, the teacher must present students with a variety of situations that enable them to demonstrate their competency in adopting a healthy, active lifestyle, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 21 of the Physical Education and Health program).

The situations offered should enable students to do the following:

- make critical use of information from various sources on the impact of lifestyle habits on health and well-being
- progressively approach the real context in which physical activities are carried out by taking numerous constraints and requirements into account
- exhibit ethical behaviour and apply the safety rules required by the situation
- consider issues in depth and gradually assume responsibility for their health and well-being
- use various tools to make a judgment with respect to their lifestyle habits and the extent to which they have attained their objectives

In order for the competency report to take into account the specific nature of each year of the cycle, evaluation must also cover the following particulars.

Among other things, in **Secondary IV**, students must do the following:

- show that they have maintained one healthy lifestyle habit or incorporated such a habit into their daily lives
- show that they are committed to a process to improve or maintain their physical condition
- reflect on the physical and psychological benefits of practising a healthy, active lifestyle
- critically assess the health-related myths supported by their peers and the media
- examine the relevance of maintaining or changing certain lifestyle habits in light of their assessment of certain behaviours and results obtained in the past
- based on results obtained, plan to adapt the intensity and duration of their activities

Note:

The scale is made up of elements that could be applied to the whole cycle and other elements specific to Secondary IV.

PHYSICAL EDUCATION AND HEALTH

Competency 3: Adopts a healthy, active lifestyle

Secondary IV

- 5** **Advanced competency development**
Raises relevant questions about lifestyle habits and their consequences on health and well-being. Sets objectives beyond established requirements. Justifies choice of lifestyle habits and explains adjustments made to reach his/her objectives. Analyzes the effects of integrating healthy lifestyle habits on his/her health, well-being and fitness level.
- 4** **Thorough competency development**
Drawing on a variety of sources of information and following set requirements, develops a detailed plan (contracts, record sheet, implementation calendar) designed to improve or maintain his/her lifestyle habits. Determines various ways to improve or maintain lifestyle habits. With relevant records, demonstrates that he/she practises a healthy, active lifestyle. Demonstrates that he/she has improved or maintained results in a component of health-related fitness, in accordance with the recognized standards for his/her age group. If necessary, adjusts the intensity and duration of his/her regular practice of physical activity. Evaluates the effectiveness of his/her process based on records and results to demonstrate that he/she has improved and maintained his/her lifestyle habits.
- 3** **Acceptable competency development**
Makes distinctions between his/her healthy and unhealthy lifestyle habits and explains the effects on his/her health. After reflection, sets realistic objectives for certain lifestyle habits and previous results. Uses resources suggested by the teacher (posters, tables, documents and Internet). Develops a plan to improve or maintain lifestyle habits and explains the requirements for its implementation. Uses records to show that he/she has adopted an active lifestyle based on a list of physical activities that can be performed in school, at home or in the community. Partially evaluates his/her process and the extent to which he/she has attained the objectives, based on records kept and results obtained, and makes adjustments. Identifies learning that could be carried over to activities related to the other two competencies of the Physical Education and Health program. Communicates using subject-specific vocabulary.
- 2** **Partial competency development**
With help, sets objectives designed to improve or maintain lifestyle habits. Demonstrates that he/she has improved or maintained results in a component of health-related fitness, in accordance with the recognized standards for his/her age group. Incorporates into his/her plan a few actions designed to improve or maintain his/her lifestyle habits. With help, identifies his/her successes and difficulties. Makes adjustments when suggestions are made. Perseveres despite difficulties.
- 1** **Minimal competency development**
Carries out the steps of his/her process with constant help. Hardly uses the recording tool. Takes few steps toward improving or maintaining lifestyle habits. Reuses the same reflections that hardly meet requirements.

At the end of Secondary IV, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in reflecting on ethical questions that involve the themes of tolerance, the future of humanity, justice and human ambivalence, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Students' progress from elementary school through secondary school* (p. 16 of the Ethics and Religious Culture program).

The situations offered should enable students to do the following:

- analyze a situation from an ethical point of view:
 - describe a situation and put it into context
 - formulate ethical questions
 - compare points of view related to the situation
- examine a variety of references:
 - look for the role and meaning of certain references in different contexts
- evaluate options or actions with respect to community life:
 - examine the effects of certain options or actions on community life
 - select options or actions that foster community life

Among other things, in **Secondary IV**, students must do the following:

- evaluate references present in a situation
- evaluate the reliability of information sources
- anticipate the effects of options or actions on oneself or others with a view to contributing to community life

ETHICS AND RELIGIOUS CULTURE

Competency 1: Reflects on ethical questions

Secondary IV

Advanced competency development

5

Carries out all the different steps in the process of ethical reflection on a given subject. Offers additional original suggestions in order to advance the ethical reflection. Justifies his/her choices of options or actions. Validates and improves, if needed, his/her process in similar situations. Suggests ways of proceeding that are different from those already explored.

Thorough competency development

4

Demonstrates a good understanding of the themes that have been addressed (tolerance, the future of humanity, justice, human ambivalence). Highlights the essential elements of a situation. Explains what causes tensions and conflicting values in a situation. Shows the relevance of references in order to support a point of view in a given context. Identifies the consequences of options or actions for oneself, for others or for life in society. Uses pertinent resources in carrying out tasks. Suggests possible actions to foster community life.

Acceptable competency development

3

Shows an understanding of certain themes that have been addressed. Formulates the main ethical questions that arise from a situation. Makes connections between references supporting different points of view. Shows the basis of an option or action with respect to community life. Uses available resources. Applies the process suggested in class.

Partial competency development

2

Identifies some points of view present in a situation. Highlights references supporting different points of view. Expresses an opinion on the options or actions suggested by peers while taking into account what is favourable for community life.

Minimal competency development

1

Identifies, with help, points of view and references present in a given situation and notes some obvious information present in the documentation provided. Selects options or actions that foster community life from among those mentioned.

At the end of Secondary IV, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to show their competency in demonstrating an understanding of the phenomenon of religion by dealing with subjects that touch upon religions over time, existential questions, religious experience and religious references in art and culture, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Students' progress from elementary school through secondary school* (p. 20 of the Ethics and Religious Culture program).

The situations offered should enable students to do the following:

- analyze forms of religious expression:
 - describe forms of religious expression
 - explain their meaning and role
 - make connections between forms of religious expression and different religious traditions
- make connections between forms of religious expression and the social and cultural environment:
 - identify forms of religious expression in space and time
 - study their meaning and role in the lives of individuals and groups
 - examine their similarities and differences
- examine various ways of thinking, being and acting:
 - develop further various ways of thinking, being and acting in society
 - evaluate the impact of different types of behaviour on life within society

Among other things, in **Secondary IV**, students must do the following:

- understand the meaning of forms of religious expression from here and elsewhere in the world
- make connections between forms of religious expression and social realities
- show an understanding of various ways of thinking, being or acting

ETHICS AND RELIGIOUS CULTURE

Competency 2: Demonstrates an understanding of the phenomenon of religion Secondary IV

Advanced competency development

5

Highlights the effects of other currents of thought on the social and cultural environment both here and elsewhere in the world. Makes connections between different ways of thinking, being and acting in society. Explains the role of religion in the lives of individuals. Relates some mystical and religious experiences of key figures of the great religious traditions. Suggests other original activities in order to present their productions.

Thorough competency development

4

Identifies the meaning of different forms of religious expression. Focusing on the arts, shows the influence of different religious traditions on the social and cultural environment, both here and elsewhere in the world. Notes some possible answers to existential questions offered by representations of the world and of human beings. Suggests appropriate behaviours with respect to diversity. Reflects on his/her process and learning, and suggests means for overcoming difficulties.

Acceptable competency development

3

Associates elements of the social and cultural environment from here and elsewhere in the world with the religious traditions. Explains some forms of religious expression specific to great traditions. Notes similarities and differences within a single religious tradition or between several religious traditions. Compares ways of thinking, being and acting in society. Reflects on his/her learning.

Partial competency development

2

Describes briefly forms of religious expression from here and elsewhere in the world. Uses examples to illustrate different ways of thinking, being and acting in Québec society. Highlights effects of certain behaviours with respect to diversity.

Minimal competency development

1

Identifies some forms of religious expression in a given situation. Uses examples to illustrate the influence of religion on life in society. Makes a connection between ways of acting and their corresponding religious traditions.

At the end of Secondary IV, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in engaging in dialogue in various forms. Students examine and develop points of view. In addition to recognizing the processes likely to hinder dialogue, they learn different types of reasoning including induction, deduction, analogy and hypothesis. Moreover, these situations enable students to develop greater autonomy in the practice of dialogue, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Students' progress from elementary school through secondary school* (p. 24 of the Ethics and Religious Culture program).

The situations offered should enable students to do the following:

- organize their thinking:
 - identify the subject of dialogue
 - make connections between prior knowledge and new knowledge
 - take stock of their reflections
- interact with others:
 - look for conditions that foster dialogue
 - express their point of view and pay attention to that of others
 - explain different points of view by using relevant and coherent arguments for support
- develop a point of view:
 - use resources to learn more about the subject of dialogue
 - develop further their understanding of different points of view
 - imagine various hypotheses

Among other things, in **Secondary IV**, students must do the following:

- integrate elements of others' points of view into their own
- justify the relevance of the ideas they express
- recognize the types of judgment in a point of view

ETHICS AND RELIGIOUS CULTURE
Competency 3: Engages in dialogue
Secondary IV

Advanced competency development

5

Uses questioning to advance the dialogue. Identifies the essential aspects of different points of view. Explains how and why his/her point of view has changed or been consolidated further to the dialogue. Explains how the practice of dialogue contributes to his/her ethical reflection and understanding of the phenomenon of religion.

Thorough competency development

4

Expresses a point of view by citing the sources used in its development. Anticipates objections and questions for clarification in relation to a point of view. Compares different points of view. Determines the most effective means for examining a point of view. Identifies different reasons to explain a point of view. Intervenes in order to re-establish the proper functioning of the dialogue.

Acceptable competency development

3

Uses different forms of dialogue to explore subjects in ethics and religious culture. Recognizes types of judgments and processes likely to foster or hinder the proper functioning of the dialogue. Takes into account the essential aspects of the points of view of peers in order to enrich his/her own.

Partial competency development

2

Develops a point of view in relation to the subject of dialogue. Identifies pertinent elements (arguments, references) in the points of view expressed. Asks questions to clarify points of view.

Minimal competency development

1

Uses some available resources to develop a brief point of view and shares it with peers. Recognizes some examples of when rules of dialogue have not been respected.

PERSONAL ORIENTATION PROJECT
Competency 1: Carries out a process of exploration
Secondary III and IV

At the end of the year, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in carrying out a process of exploration, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 18 of the Personal Orientation Project program).

The teacher must make sure that students carry out three to eight individual career explorations during the year and that they experience activities associated with various trades or occupations in accordance with the requirements of the Personal Orientation Project program.

Among other things, the situations should meet the following criteria:

- include a partial framework for planning an exploration
- require the exploration of a field of interest with which students are less familiar
- involve providing a brief record and a succinct communication on the process and the information validated and the exploratory strategies used
- involve means of exploration that are unfamiliar and relatively accessible
- involve a broader repertoire of means of exploration
- define some of the tools and strategies and ask the students to define the attitudes to be mobilized
- define the focus of reflection, but allow the students to decide when to carry it out

Note:

This scale applies to the compulsory program. However, with some adaptation, it can also be used to evaluate students enrolled in the optional Personal Orientation Project, as the scale for the optional program will not be available until September 2009.

PERSONAL ORIENTATION PROJECT

Competency 1: Carries out a process of exploration

Secondary III and IV

Advanced competency development

5

Explores less familiar fields of interest. Uses a broader repertoire of means of exploration and finds information beyond that which is required for the exploration process. Compares his/her explorations to those of peers and makes any necessary adjustments to improve their quality and effectiveness.

Thorough competency development

4

Plans the exploration process in light of written records and any comments gathered during discussions with peers. Justifies the steps of his/her exploration process. Uses less familiar or new means of exploration. Mobilizes a variety of exploratory strategies to carry out the process. If necessary, adjusts his/her exploration processes (planning, purpose of the exploration, steps) according to discoveries. Records specific, detailed information regarding his/her process and checks the quality and precision of these details against different sources. Carries out a critical analysis of his/her exploration process.

Acceptable competency development

3

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

Partial competency development

2

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

Minimal competency development

1

With constant support, undertakes some steps of the exploration process and finds information using different resources suggested by the teacher. Uses a framework provided by the teacher to copy down some information.

PERSONAL ORIENTATION PROJECT
Competency 2: Contemplates his/her learning and work possibilities
Secondary III and IV

At the end of the year, the teacher must prepare competency reports after determining the competency levels attained by the students. The teacher must present students with a variety of situations that enable them to demonstrate their competency in contemplating their learning and work possibilities, in accordance with the requirements of the Québec Education Program and, more specifically, with the guidelines under the heading *Development of the Competency* (p. 22 of the Personal Orientation Project program).

The teacher must make sure that students are able to present a structured reflection on their learning and work possibilities and that they consider different career paths, without necessarily making a final career choice.

Among other things, the situations should meet the following criteria:

- define some personal qualities to be consolidated and leave some to be defined by the student
- allow the students to define the attitudes and aptitudes to be developed
- include a partial framework to define and justify a possible career path
- require that the students provide a brief record and a succinct communication on their discoveries, possible career paths and some attitudes to be developed
- involve a broad repertoire of means of communication
- explicitly define some of the tools and strategies and ask the students to define some attitudes to be mobilized
- explicitly define the time and focus of reflection on learning regarding career options

Note:

This scale applies to the compulsory program. However, with some adaptation, it can also be used to evaluate students enrolled in the optional Personal Orientation Project, as the scale for the optional program will not be available until September 2009.

PERSONAL ORIENTATION PROJECT

Competency 2: Contemplates his/her learning and work possibilities

Secondary III and IV

Advanced competency development

- 5** In considering possible career paths, the student takes into account socioeconomic and cultural references: influence of family, friends, economic development in the region, etc. Makes connections between his/her personal qualities, discoveries and self-esteem. Initiates discussions to validate and deepen his/her reflection. Makes a structured, detailed assessment of his/her reflection and discoveries.

Thorough competency development

- 4** Defines his/her personal profile using discoveries, new information and discussions, and identifies new possible career paths. Chooses personal development objectives based on the implications and requirements associated with a possible career path. Turns to trusted adults such as family members, teachers, guidance counsellors and other career information personnel, and applies the information gathered to personal reflections. Uses efficient communication strategies when sharing with peers. Provides justification for possible career paths in light of his/her personal profile and discoveries.

Acceptable competency development

- 3** Using ideas for reflection proposed by the teacher, makes connections between his/her personal qualities and the specific requirements of the trades and occupations explored. Identifies possible career paths in light of his/her personality traits, fields of interest, aptitudes, etc. Records all these reflections (personal qualities, attitudes, discoveries and possible career paths). Briefly explains why he/she chose to pursue or abandon an exploration process, given his/her personal qualities. Identifies steps of his/her learning and career paths in connection with one possible career path.

Partial competency development

- 2** Randomly considers career paths. With help from the teacher, identifies connections between his/her possible career paths and personal qualities. Keeps some records of his/her discoveries and reflections. Shares some basic information with peers. Draws conclusions based mainly on academic and career information.

Minimal competency development

- 1** Identifies a few of his/her personal qualities and, with constant help, begins to reflect on them. At the teacher's suggestion, consults trusted adults. Works with only one possible career path throughout the year.

