

GUIDE TO THE EVALUATION OF LEARNING

CASP Education Program, Preliminary Version

A Competency-Based Approach to Social Participation

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Foreword

This learning evaluation guide is a preliminary version intended for teachers. The guidelines it presents are consistent with ministerial requirements. The *CASP Education Program: A Competency-Based Approach to Social Participation* is designed for students aged 6 to 15 with moderate to severe intellectual disabilities.

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Introduction

The *Guide to the Evaluation of Learning for the CASP Education Program* is designed to help teachers with the tasks of evaluating program competencies and conveying information to parents. It is also intended for other members of the school community who are involved in the evaluation process, such as school principals, education consultants and non-teaching professionals. It is consistent with the Policy on the Evaluation of Learning,¹ adopted in 2003, and other ministerial frameworks, including the Policy on Special Education,² the principles of which have been adapted to suit the CASP Education Program.

The first section presents the program evaluation guidelines. It describes the main function of evaluation, along with the principles applicable to the evaluation of competencies and learning, and ends with a review of the different steps in the evaluation process. The second section focuses on the scales of competency levels, which are designed to provide teachers with a shared point of reference on which to situate their students' learning. The components of the scales are described, and instructions are given for their use. The third section addresses communication with parents (the report card and end-of-term results) and the use of other communication instruments.

This Guide does not provide a detailed description of how to evaluate learning. Instead, it presents guidelines on which the school community can base its choices when deciding on or reviewing its own evaluation standards and methods. Note that the scales of competency levels and sample report card presented in the Guide comply with the annual directives in effect.

1. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec, 2003).

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

1 Guidelines

1.1 Evaluation that supports learning

The aim of the CASP Education Program is to develop five competencies that will give meaning to the knowledge and strategies presented in the program content. In the program, the main function of evaluation is to promote learning. Therefore, its focus should be to help students develop their competencies and acquire knowledge. To fulfill this function, evaluation must be built into the teaching process and play a regulatory role; in other words, it should allow students to adjust their learning and teachers to adjust their pedagogical actions. Adjustments may be applied to different elements and be made at different times, but they play a particularly important role during learning activities. Students should receive plenty of feedback on specific aspects of their learning.

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

1.2 Evaluation targets consistent with the program

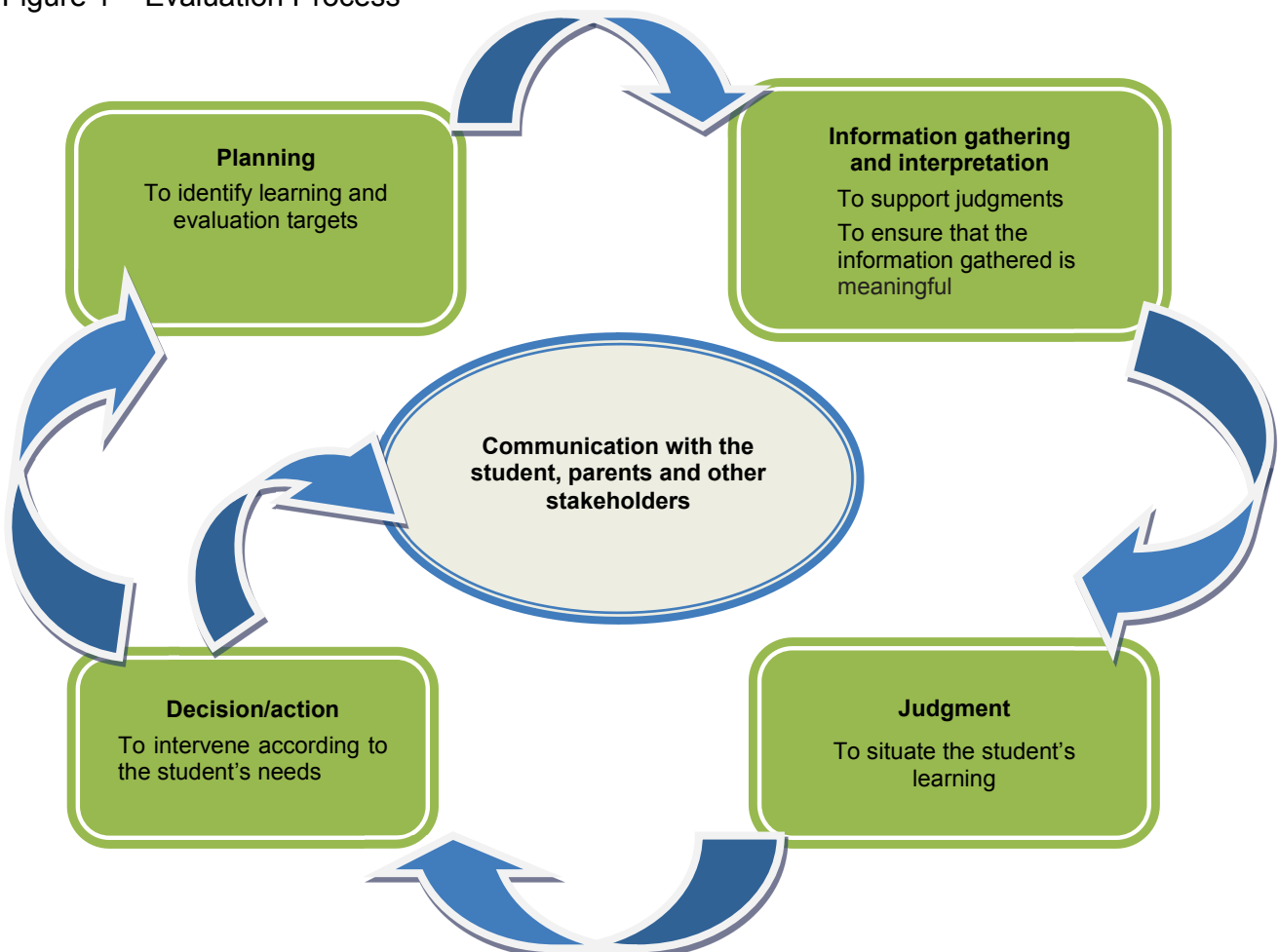
The main targets for evaluation are the competencies on which the CASP Education Program is based. To evaluate the competencies, teachers can use learning and evaluation situations based on the life areas, which encourage students to exercise one or more of their competencies. These situations should be designed to achieve goals that are known to the students, and should be similar or identical to tasks they would perform in real life. The situations should also provide opportunities for students to participate in community life, in a variety of contexts. This not only serves to motivate the students, but it also gives them opportunities to transfer learning.

Although the main focus is on competency evaluation, knowledge must also be assessed, since it is an essential part of competency development. Knowledge assessment has its place in the evaluation process. It can be accomplished in different ways, and gives teachers the opportunity to adjust their pedagogical actions.

1.3 A rigorous but flexible evaluation process

When reporting on the students' progress in competency development and knowledge acquisition, teachers must use the program as their basis and make sure any judgments they make are part of the evaluation process. This will ensure that the decisions and actions they take as a result are credible. The evaluation process is divided into the following stages: planning, information gathering and interpretation, judgment, and decision/action. Although the evaluation process is composed of a series of stages, it is flexible and iterative in that teachers may repeat one or more of the stages if they wish, before continuing with the others. In addition, it is not necessary to perform all the stages in order for every evaluation. For example, in unplanned evaluations, the interpretation and judgment stages may be completed at the same time. Figure 1, below, shows the evaluation process, including communication with the various individuals concerned. The characteristics of each step are described on the following pages.

Figure 1 – Evaluation Process



Planning

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

Information gathering and interpretation

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

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

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

Although unstructured evaluation can be useful, information must also be gathered formally, using tools such as rubrics and checklists prepared from the program's competency evaluation criteria. Tools that will be used to evaluate the same competency should be constructed so as to be usable in different situations, creating a stable structure conducive to dialogue between the members of the school community.

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

Judgment

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

Decision/action

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

Communication

Information is communicated to the student, his/her parents or any other people involved, if required, by means of the report card or other methods such as the student's portfolio, checklists, marked assignments with comments or the agenda.

2 Scales of Competency Levels

The scales of competency levels are designed to help teachers by providing common points of reference for evaluating the five program competencies. The scales can be used to make an overall judgment of the student's progress and situate competency development.

The scales were prepared by specialists from the fields of intellectual disability, measurement and evaluation and were validated by teachers at different stages of the preparation process.

They are therefore the result of a collaborative effort, and represent many of the important elements in the CASP Education Program.

2.1 Scale structure

Each competency is divided into five levels associated with different contexts (routine contexts and familiar contexts). A four-point scale (A, B, C and D) used to grade the degree of support given to the student is also associated with each level. Figure 2 illustrates the scale.

Figure 2 – Structure of the Scale of Competency Levels

Name of competency

Routine Contexts		Familiar Contexts		

Degree of support provided by an adult

- A: The student performs the tasks alone.
- B: The student performs the tasks with occasional support.
- C: The student performs the tasks with frequent support.
- D: The student requires constant support to perform the tasks

2.1.1 Context

The term “context” refers to all the conditions that students encounter when developing their competencies and learning the program content. These conditions include a number of variables, but those most likely to influence students’ actions are the people they meet and the physical environment in which they are placed.

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

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

Levels 1 and 2 refer to **routine contexts**. A context is “routine” when the conditions in which students are placed are identical to those encountered by them on an everyday basis at school. The students know the people with whom they interact and the physical environment in which those interactions take place.

Levels 3, 4 and 5 refer to **familiar contexts**. A context is “familiar” when the conditions in which students are placed are similar to those they encounter on a regular basis at school. The students may or may not know the people with whom they interact or the physical environment in which those interactions take place.

2.1.2 Competency levels

The scale for each competency is divided into five levels representing the main stages of competency development. Each level is defined by the most significant behaviours, indicative of competency acquisition, typically demonstrated by students who have achieved that level. The level descriptions, in paragraph format, are worded positively, and present the actions the students are able to perform. The descriptions should not be regarded as exhaustive checklists of elements; on the contrary, what they offer is an overall representation of competency level. Acquisition of elements from lower levels is implicit in the descriptions of higher levels.

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

2.1.3 Degree of support provided by an adult

Moving from one level to the next is not the only way in which students are able to demonstrate progress in competency development. Progress can also be achieved within the levels, as students require less adult help to complete a given task. Each level contains a four-point scale providing information on this aspect of development, divided according to the degree of support required by the student.

Degree of support provided by an adult

A: The student performs the tasks alone.

B: The student performs the tasks with occasional support.

C: The student performs the tasks with frequent support.

D: The student requires constant support to perform the tasks.

The support given by adults to help a student perform tasks in different contexts may take a variety of forms. For example, depending on each student's specific needs, support may be:

- ✓ physical: initiating the gesture or action with the student
- ✓ visual: providing the student with objects, images, photographs, pictograms, flash cards, procedures or checklists
- ✓ gestural: making gestures, pointing to objects, using body language, adopting a facial expression
- ✓ verbal: adapting verbal delivery, using familiar terms, repeating or reformulating a message, asking questions, making sure the student has understood, giving instructions, encouraging the student through feedback or reinforcement, pronouncing words or parts of words

At all times, and regardless of their competency level, students may use personalized tools, tailored to their specific needs, to help them exercise their competencies (e.g. oral and written communication tools, assistive technology, calculator, tablet, digital music player). This is not considered “adult support.”

2.2 Using the scales

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

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

During planning, teachers rely on the program itself, and not the scales, to identify the learning targets that will be used for competency development and assessment of the student’s progress (key features, evaluation criteria, program content). The scales provide information for teachers on the level of complexity of the tasks that students should be asked to perform, depending on their competency level.

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

3 Communication With Parents

Parental involvement is very important. In order to best support their child they must be informed of his or her progress in developing the competencies and acquiring the knowledge set out in the CASP Education Program. Communication may be official and in the form of report cards, which provide a general picture of the student's learning. However, additional forms of communication are also required to provide the information parents will need to help their child succeed.

3.1 The report card

The school report card is important because it provides parents with official information on their child's learning. Although an official document, the report card still acts as a learning aid since it allows teachers and parents to monitor the child's progress and make decisions that will help him or her to progress. A sample report card that may be used by schools working with the CASP Education Program can be found in Appendix II.

The report card contains general information on the student and results for each evaluated competency. Judgments are presented in the form of two grades, one for the student's competency level and the other for the degree of support required. The grades are explained in a key. Space is provided for teachers to make observations on each competency that explain the student's results. Teachers can use the scales as a basis for their observations and comments by selecting phrases that reflect the student's strengths or the aspects that require more work. They may also add information on the type of support given to the student. Examples can be found in the sample report card in Appendix II.

At the end of the first and second terms, the teacher makes a judgment about the development of the competencies with respect to the learning and evaluation that have taken place. The school itself decides which competencies will be evaluated during the first two terms, when establishing its own specific standards and procedures for the evaluation of learning. At the end of the third term, the teacher makes a judgment on the development of all the program competencies.

In the sample report card in Appendix II, additional space has been left for general comments by the teacher. These comments need not be based on a formal evaluation of competency, but could, for example, provide appropriate information on the child's life at school. There is also space for the student's parents or guardian to write comments if they wish.

3.2 Other means of communication

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

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

The portfolio, used as a recording tool by the teacher, can be an excellent means of communication with parents. It can take a variety of forms, and its content will vary according to each individual student. In most cases, a portfolio will contain examples of the student's work, which illustrate competency development and show the learning that has been or is in the process of being acquired. It will also include feedback from the teacher, allowing the parents to monitor their child's progress. Feedback can be in the form of comments or information from rubrics. The student's strengths and any aspects requiring further work are shown. The portfolio can also mention the help that parents can give to help ensure their child's success.

In addition, schools may use a summary sheet setting out the student's strengths and areas for improvement. The summary sheet may include comments from teachers, highlighting the student's most important achievements, or mentioning areas to focus on.

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

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

APPENDIX I

The Scales of Competency Levels

Competency 1 – Communicates

Routine Contexts		Familiar Contexts		
A context is routine when the conditions in which the student is placed are identical to those he/she encounters on an everyday basis at school. The student knows the people who interact with him/her and the physical environment in which actions take place.		A context is familiar when the conditions in which the student is placed are similar to those he/she encounters on a regular basis at school. The student may or may not know the people who interact with him/her or the physical environment in which actions take place.		
Level 1	Level 2	Level 3	Level 4	Level 5
The student mainly uses non-verbal language to demonstrate understanding or lack thereof. He/she looks at the person he/she is interacting with in order to communicate. He/she demonstrates understanding by following certain routine verbal instructions, given one at a time. He/she expresses needs and feelings by means of syllables, gestures or sounds, but may not always be understood. The student uses objects as a means of communication.	The student demonstrates understanding by following routine verbal instructions. He/she joins in short conversations, occasionally taking the subject of the conversation into account. The student expresses himself/herself using words, gestures and sentences, but may not always be understood. The student uses photographs, images or pictograms as a means of communication.	The student demonstrates understanding by following most verbal instructions. He/she occasionally starts short conversations, and reacts to remarks made by a speaker who may or may not be familiar. The student expresses himself/herself using gestures and phrases that others can understand. He/she spontaneously recognizes words and numbers that are known and meaningful to him/her. The student notes or writes down words or numbers that are useful to him/her, or to other people.	The student starts and maintains short conversations with a speaker who may or may not be familiar, takes the subject of the conversation into account when interacting with the speaker, and generally uses the correct terms. He/she identifies important information or reacts appropriately to short written messages composed mostly of familiar words. He/she writes short messages to communicate with other people.	The student starts and maintains conversations on a variety of subjects. He/she is able to adjust to the remarks made and to speakers with whom he/she is less familiar, and ends the conversation using appropriate gestures or words. He/she identifies important information or reacts appropriately to short written messages, and applies certain oral or written communication rules when sending messages.
D ☐ C ☐ B ☐ A ☐	D ☐ C ☐ B ☐ A ☐	D ☐ C ☐ B ☐ A ☐	D ☐ C ☐ B ☐ A ☐	D ☐ C ☐ B ☐ A ☐

Degree of support provided by an adult

- A: The student performs the tasks alone.
- B: The student performs the tasks with occasional support.
- C: The student performs the tasks with frequent support.
- D: The student requires constant support to perform the tasks.

Competency 2 – Uses the information available in his/her environment

Routine Contexts A context is routine when the conditions in which the student is placed are identical to those he/she encounters on an everyday basis at school. The student knows the people who interact with him/her and the physical environment in which actions take place.		Familiar Contexts A context is familiar when the conditions in which the student is placed are similar to those he/she encounters on a regular basis at school. The student may or may not know the people who interact with him/her or the physical environment in which actions take place.		
			Level 4	Level 5
Level 1	Level 2	Level 3		
The student looks carefully at information sources presented by the adult, and is able to point to or name an information source that is often used in the classroom. At the adult's request, the student identifies information from the source.	The student explores the available information sources by pointing to information or asking questions that demonstrate interest. He/she identifies relevant information from the sources that are used most often in the classroom. At the adult's request, the student takes action on the basis of the selected information.	The student identifies the information source that will meet his/her need or answer his/her question from those that are used most often at school. He/she identifies relevant information, and occasionally takes action or answers his/her question using the selected information. He/she consults a resource person who is able to meet his/her need or answer his/her question.	The student refers to a variety of information sources (e.g. restaurant menu, advertising leaflet, Web site), and selects the information that is relevant or of interest to him/her from the most frequently used sources. He/she takes action or answers his/her question using the selected information.	The student selects an information source that is appropriate to the context, and is easily able to choose relevant or interesting information from a variety of sources. He/she seeks another solution if the required information is not available or is inaccessible, and adjusts his/her actions when necessary.
D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □

N. B. Information sources provide information that can be used to answer a question or meet a need. For example, a movie theatre Web site is an information source, and a list of movie showtimes is information.

Degree of support provided by an adult

- A: The student performs the tasks alone.
- B: The student performs the tasks with occasional support.
- C: The student performs the tasks with frequent support.
- D: The student requires constant support to perform the tasks

Competency 3 – Interacts with people in his/her community

Routine Contexts		Familiar Contexts		
A context is routine when the conditions in which the student is placed are identical to those he/she encounters on an everyday basis at school. The student knows the people who interact with him/her and the physical environment in which actions take place.		Level 3	Level 4	Level 5
		The student takes responsibility within a group, to the extent of his/her abilities. He/she develops friendly ties with certain classmates, and uses words or gestures to express appreciation and show understanding of feelings expressed by others. He/she offers to help other people, and follows most school and classroom rules, as well as some social norms.	The student expresses agreement or disagreement with proposals relating to the group and complies with the rules set by the group for a specific activity or project. He/she interacts with different people, and reacts appropriately to other people's behaviours or reactions. He/she uses words or gestures to show understanding of the impact his/her actions have on other people.	The student proposes ideas relating to the group and takes part in classroom or school life. He/she maintains friendly ties with classmates, and adjusts his/her reactions according to the context. He/she follows most social norms.
Level 1	Level 2			
The student takes part in some group activities in the classroom. He/she listens to what others say and approaches the people with whom he/she wishes to communicate. When approached by other people, the student responds with words or gestures. He/she is polite to others, repeating the words or reproducing the gestures he/she has learned. The student follows some school and classroom rules.	The student pays attention to the instructions given for group activities or projects and performs the tasks allocated to him/her. He/she accepts help from classmates and shares the available materials. The student seeks opportunities to interact with adults or other students, and is willing to cease inappropriate behaviour when requested to do so by an adult or classmate.			
D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □

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

Degree of support provided by an adult

A: The student performs the tasks alone.

B: The student performs the tasks with occasional support.

C: The student performs the tasks with frequent support.

D: The student requires constant support to perform the tasks

Competency 4 – Acts methodically

Routine Contexts A context is routine when the conditions in which the student is placed are identical to those he/she encounters on an everyday basis at school. The student knows the people who interact with him/her and the physical environment in which actions take place.		Familiar Contexts A context is familiar when the conditions in which the student is placed are similar to those he/she encounters on a regular basis at school. The student may or may not know the people who interact with him/her or the physical environment in which actions take place.		
			Level 4	Level 5
Level 1	Level 2	Level 3		
The student follows some steps of routine procedures. He/she uses the available materials as instructed, and uses the space identified by the adult to perform the task.	The student performs tasks that require the application of routine procedures. He/she is able to name the task to be performed, and to name or identify some of the material resources needed to perform it. He/she looks at the instrument used to measure time, when requested to do so by the adult.	The student follows some steps of a procedure that requires a number of strategies. He/she is able to name the goal of a task, identify the appropriate procedure and gather the materials required to perform it. The student situates himself/herself in time using the instrument provided. He/she asks for help to continue the procedure.	The student performs tasks using a procedure that requires a number of strategies. He/she is able to name the main characteristics of the context within which the task is performed (the recipient, the circumstance, the schedule, etc.). He/she sets up the materials in a way that facilitates performance of the task. The student situates himself/herself in time using an instrument. He/she asks for help when absolutely necessary.	The student completes tasks with ease within the time given, using a time management tool. He/she manages the materials efficiently, and adapts to the assigned or available space. He/she adjusts his/her actions in accordance with the materials or time available.
D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □

Degree of support provided by an adult

- A: The student performs the tasks alone.
- B: The student performs the tasks with occasional support.
- C: The student performs the tasks with frequent support.
- D: The student requires constant support to perform the tasks.

Competency 5 – Acts in a safe manner

Routine Contexts		Familiar Contexts		
A context is routine when the conditions in which the student is placed are identical to those he/she encounters on an everyday basis at school. The student knows the people who interact with him/her and the physical environment in which actions take place.		Level 3	Level 4	Level 5
		The student names some consequences of unsafe actions and names unsafe situations. He/she is careful when using objects, equipment and devices. He/she complies with the safety rules when moving around inside or outside the school.	The student names the risks associated with unsafe situations and acts with care to avoid unnecessary risks. He/she complies with the safety rules applicable to a given place. He/she names the safety rules applicable to different means of transportation. He/she names the strategies or procedures to follow in the presence of signs of danger or in an emergency.	The student acts with care in different contexts, adapting his/her behaviour to a given place. He/she exercises caution when travelling or walking in different environments. He/she is careful when using potentially dangerous products. He/she avoids placing himself/herself in unsafe situations.
Level 1	Level 2			
The student names or points to potentially dangerous objects and recognizes signs of danger. He/she uses everyday objects carefully, in accordance with any instructions given. He/she names or points to reliable individuals who are able to help in the presence of signs of danger or in an emergency.	The student names or points to potentially dangerous products and names certain unsafe actions. He/she understands the meaning of pictograms associated with danger in his/her environment. He/she names the safety rules to be applied when walking and complies with the safety rules applicable to the places he/she visits every day.			
D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □	D □ C □ B □ A □

N. B. Sign of danger: An obvious and unusual indication that danger may be present (e.g. hole in the street, icy sidewalk, threatening behaviour, lightning, unusual smell).

Unsafe action: An action that may be risky or dangerous to oneself, another person, or property (e.g. pointing scissors at someone, eating glue, taking a dish out of the oven without protection, pushing someone, throwing an electronic tablet onto the floor).

Unsafe situation: Circumstances in which the student finds himself/herself that may pose a risk (e.g. following a stranger, leaving one's wallet on a bench, leaving school alone or without permission, giving one's telephone number or address to a stranger, playing outdoors during a thunderstorm, crossing the street without looking both ways).

Degree of support provided by an adult

A: The student performs the tasks alone.

B: The student performs the tasks with occasional support.

C: The student performs the tasks with frequent support.

D: The student requires constant support to perform the tasks.

APPENDIX II

Sample Report Card

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

20__ - 20__ School Year

1. General Information

Name of school: Institution code: School principal: Signature: Teacher:	Address: Telephone (area code and no.): Fax (area code and no.):																
Student's name: Permanent code: Date of birth: Age on September 30:	Report card recipient(s) (<i>Check</i>): Father ☐ Mother ☐ Legal guardian ☐ Other ☐ Name: Address: Telephone (area code and no.): Fax (area code and no.): Other (area code and no.):																
Term: Start: End:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="4" style="text-align: center;">Attendance</th></tr> <tr> <td style="text-align: center;">Terms</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> <tr> <td style="text-align: center;">Days absent</td><td></td><td></td><td></td></tr> <tr> <td style="text-align: center;">School days</td><td></td><td></td><td></td></tr> </table>	Attendance				Terms	1	2	3	Days absent				School days			
Attendance																	
Terms	1	2	3														
Days absent																	
School days																	

2. Results

KEY			
Competency Level		Degree of Support Associated With Competency Level	
5	Competent	A	The student performs the tasks alone.
4	Advanced	B	The student performs the tasks with occasional support.
3	Intermediate	C	The student performs the tasks with frequent support.
2	Novice	D	The student requires constant support to perform the tasks.
1	Beginner		

	Term 1		Term 2		Term 3	
Communicates	2	B				
<i>Observations</i> Strength: Your child follows routine verbal instructions. Requires work: Taking part in short conversations with other students.						

	Term 1		Term 2		Term 3	
Uses the information available in his/her environment	2	C				
<i>Observations</i> Strength: Your child identifies relevant information from the sources that are used most often in the classroom (e.g. identifies lunchtime on the timetable and the current day on the calendar). Adult support: Pointing to the timetable and the calendar.						

	Term 1		Term 2		Term 3	
Interacts with people in his/her community	3	B				
<i>Observations</i> Strength: Your child develops friendly ties with different people, including some with whom he is less familiar.						

	Term 1		Term 2		Term 3	
Acts methodically	3	D				
<i>Observations</i> Strength: Your child follows some steps of a payment procedure with visual cues. Requires work: Asking for help when unable to begin a procedure.						

	Term 1		Term 2		Term 3	
Acts in a safe manner	1	B				
<i>Observations</i> Strength: Your child is careful when using everyday objects (e.g. pencil, paintbrush, glue).						

Teacher's Comments						
Your child seems to enjoy coming to school. He smiles and takes part in all the activities. He expresses satisfaction when he experiences success.						

Comments by parent(s) or guardian						

APPENDIX III

The Main Elements of the CASP Education Program

Aim of the Program

Students with moderate to severe intellectual disabilities will be able to participate in community life to the best of their ability.

Educational Mission

To ensure that students develop to the best of their ability, in line with the threefold mission of schools, namely to provide instruction, to socialize and to provide qualifications.

Life Areas

Personal Care and Well-Being

Home and Community Life

School Life

Leisure

Travel

Competencies, Key Features and Evaluation Criteria

1. Communicates	2. Uses the information available in his/her environment	3. Interacts with people in his/her community	4. Acts methodically	5. Acts in a safe manner
<i>Key Features</i> - Understands a message - Produces a message - Takes part in conversations	<i>Key Features</i> - Recognizes different information sources - Selects information - Considers the selected information when taking action	<i>Key Features</i> - Becomes involved in a group - Pays attention to other people - Complies with school rules and social norms	<i>Key Features</i> - Understands the task - Prepares to perform the task - Performs the task	<i>Key Features</i> - Recognizes potentially dangerous situations - Adopts appropriate safe behaviours - Knows what to do in emergencies and potentially dangerous situations
<i>Evaluation Criteria</i> - Relevance of responses to messages received - Relevance of messages produced - Appropriateness of participation in conversations	<i>Evaluation Criteria</i> - Recognition of useful information sources - Selection of relevant information - Actions consistent with the available information	<i>Evaluation Criteria</i> - Active participation in a group - Expression of an interest in other people - Compliance with school rules and social norms	<i>Evaluation Criteria</i> - Adequate understanding of the task - Proper preparation for performing the task - Effective performance of the task	<i>Evaluation Criteria</i> - Recognition of potentially dangerous situations - Demonstration of safe behaviours - Recognition of the appropriate procedure or strategy to follow in an emergency or potentially dangerous situation

Program Content

English Language Arts	Mathematics	Science
Physical Education and Health	Arts Education	Information and Communications Technologies
		Life in Society

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A word cloud featuring the words: Achieve, Share, Read, Learn, Exercise, Succeed, and Persevere. The words are arranged in various sizes and orientations, creating a dense, overlapping composition.

Éducation,
Enseignement
supérieur
et Recherche

Québec

