C2: TO COMMUNICATE ORALLY IN ENGLISH	5 Advanced competency development	4 Thourough competency development	3 Acceptable competency development	2 Partial competency development	1 Minimal competency development
EVALUATION CRITERIA					
Demonstration of oral messages	Responds verbally or non-verbally to instructions using words and gestures. **E.g. *Take out your red pencil. The student does and tells other students what to do.***	Responds verbally or non-verbally to most instructions using words or strings of words and gestures. **E.g. *Take out your red pencil. The student takes it out.***	Responds non-verbally to some instructions by using gestures. **E.g. *Take out your red pencil. The student looks around and takes it.***	Rarely responds to instructions.	Does not respond to instructions.
Use of words, strings of words and short expressions	Spontaneously initiates messages in English with teacher and peers using words and expressions. **E.g. *Please give me your blue pencil.***	With some support, initiates messages in English with teacher and peers using words and strings of words. **E.g. *Blue please (after teacher reminded them to ask in English).***	With support, responds to messages from teacher using words and strings of words. **E.g. *T: ask your partner for a blue pencil. S: blue pencil?***	Even with support, rarely responds to messages in English. Rarely uses words or strings of words.	Does not use any English.
Use of compensatory and learning strategies	Takes risks, combines words and short expressions, focuses on visual cues and develops a personal repertoire of words and expressions.	With some support, takes risks, combines words and short expressions, focuses on visual cues and develops a personal repertoire of words and expressions.	With support, sometimes takes risks, combines a few words and expressions and develops a limited repertoire of words and expressions.	Even with support, rarely takes risks, rarely focuses on visual cues and develops a minimal repertoire of words and expressions.	Does not use compensatory and learning strategies.

DOCUMENT DE TRAVAIL (Geneviève Goupil et Suzanne Guay/C.S. du Val-des-Cerfs)

RUBRIC-PRIMARY CYCLE /T: Teacher-S: Student