C1: TO ACT ON UNDERSTANDING OF TEXTS	5 Advanced competency development	4 Thourough competency development	3 Acceptable competency development	2 Partial competency development	1 Minimal competency development
EVALUATION CRITERIA					
Demonstration of understanding of texts	Repeats words learned in songs and stories. Identifies key elements and formulates complete answers to questions. **E.g. *Which house is the most solid? The house of bricks*.**	With some support, repeats some words learned in songs and stories. Identifies most key elements and answers simple questions. **E.g. *Which house is the most solid? Brick.***	With support, sometimes repeats some words learned in songs and stories. Identifies some key elements and answers some questions. **E.g. *Which house is the most solid? Points to answer on poster.***	Rarely repeats words learned in songs and stories. Identifies few key elements and does not answer questions.	Listens to story or song but does not join in.
Use of words and expressions from texts	Constructs complete answers using words and expressions from stories or song. **E.g. *The caterpillar is big. Old MacDonald is a farmer*.**	With some support, constructs answers using words and expressions form stories or songs. **E.g. *Caterpillar big. Old MacDonald farmer*.**	With support, constructs answers using strings of words and gestures from stories or songs. E.g. ***Mimes big. Farmer (points at Old MacDonald's poster).***	Rarely constructs answers and when he does, sometimes uses strings of words or gestures from stories or song.	When attempting to construct answers, demonstrates great difficulty.
Use of learning strategies	Looks and listens, takes risks and participates in songs and stories. **E.g. *always sings, asks questions, answers questions and imitates gestures*.**	With some support, looks and listens, takes risks and participates in songs and stories. **E.g. *sings, answers questions and imitates gestures*.**	With support, sometimes looks and listens. Does not take many risks and participates once in a while in songs and stories. **E.g. *sometimes sings and imitates gestures*.**	Rarely looks and listens. Does not participate much in songs and stories.	Very rarely looks and listens. Does not participate in songs and stories.

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