Name: _____   Class: _____

Competency 2 Strategies[1] Checklist[2]
Elementary Cycles Two and Three

Date 1:[3] _____ Date 2: _____	I use this strategy on my own.		I am developing this strategy.		I need to work on this strategy.	
WHEN I READ A TEXT...						
○ I skim to get the main idea.	☐	▣	☐	▣	☐	▣
○ I scan to find specific information.	☐	▣	☐	▣	☐	▣
○ I guess what a word means by looking at other clues in the text.	☐	▣	☐	▣	☐	▣
○ I read the text again if I don't understand it the first time.	☐	▣	☐	▣	☐	▣
○ I don't panic if I don't understand every word.	☐	▣	☐	▣	☐	▣
○ I take notes, if I need to.	☐	▣	☐	▣	☐	▣
○ I use available resources to help me understand.	☐	▣	☐	▣	☐	▣
WHEN I LISTEN TO A TEXT...						
○ I try to understand the main idea.	☐	▣	☐	▣	☐	▣
○ I listen for specific information.	☐	▣	☐	▣	☐	▣
○ I don't panic if I don't understand every word.	☐	▣	☐	▣	☐	▣
○ I take notes, if I need to.	☐	▣	☐	▣	☐	▣
WHEN I WRITE MY TEXT...						
○ I plan my text.	☐	▣	☐	▣	☐	▣
○ I consider why I am writing this text and who will read it.	☐	▣	☐	▣	☐	▣
○ I use my notes, as needed.	☐	▣	☐	▣	☐	▣
○ I use available resources to help me write my text.	☐	▣	☐	▣	☐	▣

---

[1] There are other important strategies that are not targeted in this checklist (e.g. cooperation).

[2] Students or the teacher can select the bullets corresponding to strategies targeted for feedback.

[3] The double squares in the checklist can be used to assess the student's use of strategies: a) on two different dates by the student, b) for the same or different tasks, once by the student and once by the teacher, or c) on two different dates by the teacher.

**Éducation,
Enseignement
supérieur
et Recherche**

Québec 🏵🏵