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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**  • uses polite language to co-operate with others  • maintains a listening posture and shows respect for the contribution of others  • takes turns; does not interrupt the speaker  • listens to make connections  • asks questions to clarify understanding | • uses some polite language, with teacher support  • maintains a “listening” posture for a limited duration  • takes turns, with teacher support  • identifies some clues to help make connections, with teacher support  • asks questions to check understanding, with teacher support | • occasionally uses polite language  • sometimes maintains a “listening” posture  • frequently takes turns  • identifies clues to help make connections  • asks questions to check understanding | • uses polite language to co-operate with others  • maintains a “listening” posture and shows respect for the contribution of others  • takes turns  • identifies clues to help make connections  • asks questions to clarify understanding | • uses polite language consistently to facilitate interactions  • maintains a “listening” posture and responds appropriately  • takes turns and encourages the participation of others  • identifies significant clues to help make connections  • asks questions to clarify or extend understanding |
| **Exchanging Ideas/in**f**or**m**ation**  • shows awareness of the impact and humorous possibilities in language  • speaks with expression  • participates in recreating a section of the story with some detail | • responds to humorous language, with teacher support  • speaks clearly, with teacher support  • participates in recreating part of the story, with teacher support | • responds to some humorous language  • sometimes speaks with appropriate expression  • participates in recreating part of the story; tends to follow others’ lead | • responds to the impact and humorous possibilities in language  • speaks with expression  • participates in recreating part of the story; contributes some detail | • responds creatively to the impact and humorous possibilities in language  • consistently speaks with expression and fluency  • participates in recreating part of the story; contributes details (may offer support to others) |
| **Listening**  • makes reasonable predictions  • expresses simple opinions | • makes some predictions  • expresses simple opinions | • makes predictions; may be unrealistic or extremely obvious  • expresses simple opinions | • makes reasonable predictions  • expresses simple opinions | • makes reasonable predictions that go beyond the obvious  • expresses simple opinions; may give reasons |
| **Reflection**  • talks about parts of an activity that worked well | • responds to simple questions about group activities, with teacher support | • responds to simple questions about group activities | • responds to questions about group activities; describes what went well | • responds to questions about group activities; describes what went well and what needed improvement |