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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations****(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**• uses polite language to encourage interaction with others• focusses on the speaker, maintaining a “listening” posture without interrupting• when offering ideas, speaks and positions self so others can see and hear• asks questions to find out others’ ideas | • uses polite language, with teacher support• focusses on speaker, sometimes maintaining a “listening” posture• speaks and positions self so others can see and hear, with teacher support• asks questions to find out others’ ideas, with teacher support | • uses polite language voluntarily• focusses on speaker, maintaining a “listening” posture• speaks and positions self so others can see and hear• asks some questions to find out others’ ideas | • uses polite language voluntarily to encourage interaction with others• focusses on speaker, maintaining a “listening” posture without interrupting• speaks and positions self so others can see and hear to show awareness of audience• asks relevant questions to find out others’ ideas | • voluntarily shows respect to others• consistently focusses on speaker, maintaining a “listening” posture without interrupting, and responds appropriately• speaks and positions self so others can see and hear, adjusting to audience’s needs• asks relevant questions to find out others’ ideas and respond accordingly |
| **Exchanging Ideas/in**f**or**m**ation**• offers ideas related to the problem• asks questions to find out and clarify others’ views• shares opinions and gives reasons• shares in completing tasks | • offers ideas related to the problem, with teacher support• asks questions to clarify others’ views, with teacher support• gives opinions, with teacher support• contributes to shared tasks, with teacher support | • offers ideas related to the problem, directly or indirectly• asks questions• shares opinions• contributes somewhat to shared tasks | • offers ideas related to the problem• asks questions to find out and clarify others’ views• shares opinions and gives reasons• contributes willingly to shared tasks | • offers constructive ideas related to the problem• asks questions to find out, clarify, and extend others’ views• shares opinions and gives reasons; may consider more than one point of view• contributes willingly to shared tasks; may help others |
| **Listening**• recalls key ideas• contributes accurate information to create a shared summary of other presentations | • recalls some key ideas, with teacher support• contributes information to a shared summary, with teacher support | • recalls some key ideas• contributes limited information to a shared summary | • recalls key ideas• contributes accurate information to create a shared summary | • recalls key ideas; may be able to provide extensive detail• contributes accurate information to create a shared summary; may take leadership |
| **Reflection** • given a frame, describes own behaviour and identifies a simple goal | • identifies a simple goal appropriately, with teacher support | • describes own behaviour and identifies a goal | • describes own behaviour and identifies a reasonable goal | • describes own behaviour and identifies a reasonable goal with adequate detail |