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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**  • focusses on the speaker (e.g., appropriate body language and “listening” posture)  • when offering ideas, makes connections with listeners (e.g., speaks and positions self so others can see and hear)  • asks questions to find out others’ ideas | • sometimes focusses on speaker, with teacher support  • uses strategies for making connections with listeners, with teacher support  • sometimes asks questions to find out others’ ideas | • often focusses on speaker  • uses strategies for making connections with listeners  • asks questions to find out others’ ideas | • consistently focusses on speaker  • uses appropriate strategies for making connections with listeners  • asks relevant questions to find out others’ ideas and make connections | • consistently and effectively focusses on speaker and responds appropriately  • uses appropriate strategies for making connections with listeners to extend conversation  • asks questions to find out others’ ideas, makes connections, and extends thinking |
| **Exchanging Ideas/information**  • topic and  purpose are clear  • information is generally accurate and relevant  • speaks clearly; most parts are audible and easy to understand  • uses specific content words and phrases correctly  • orders most information logically | • topic and purpose are not clearly stated  • provides little accurate and relevant information; may be vague  • sometimes speaks clearly  • uses few, specific content terms correctly  • orders some information logically, with teacher support | • states topic clearly; purpose may be vague  • provides some relevant information  • generally speaks clearly  • uses a few key content terms correctly  • generally orders information logically | • states topic and purpose clearly  • provides accurate and relevant information  • speaks clearly; most parts are audible and easy to understand  • uses some specific content terms correctly  • orders information logically | • states topic and purpose clearly and effectively  • consistently provides accurate, specific, and relevant information  • speaks clearly and fluently; easy to understand  • uses specific content words and phrases correctly  • consistently orders information logically and provides a conclusion |
| **Listening**  • makes connections as listener  • recalls main facts or ideas in order | • makes connections as listener, with teacher support  • recalls some facts or details | • makes some connections as listener  • recalls main facts or ideas, sometimes in sequence | • makes relevant connections as listener  • recalls main facts or ideas in sequence | • makes insightful connections as listener  • effectively recalls main facts or events in sequence |
| R**e**f**le**c**tion**  • contributes to and uses criteria to assess oral activities (what worked well and what didn’t) | • uses criteria to self-assess, with teacher support | • uses criteria to self-assess, with little supporting evidence | • contributes to and uses criteria to self-assess; provides some evidence | • contributes to and uses criteria to self-assess; evidence is thorough and creative |