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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 |