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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations****(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **STRATEGIES**• adjusts volume and tone of voice• asks questions to clarify ideas and extend discussion• restates or paraphrases others’ ideas to check for understanding or to extend conversation | • adjusts volume and tone of voice, with teacher support• asks questions to clarify ideas, with teacher support• restates others’ ideas, with teacher support | • sometimes adjusts volume and tone of voice• occasionally asks questions to clarify ideas and extend discussion• restates main features of others’ ideas | • adjusts volume and tone of voice• asks questions to clarify ideas and extend discussion• restates or paraphrases others’ ideas to check for understanding or to extend conversation | • consistently and effectively adjusts volume and tone of voice• effectively asks questions to clarify ideas and extend discussion• succinctly restates others’ ideas and may use to transition or to extend conversation or debate |
| **Ex**c**hanging ideas/in**f**or**m**ation**• includes appropriate information and detail• experiments with impact of language and gesture• speaks clearly and expressively• offers opinions and provides reasonable evidence | • includes minimal information and detail• uses simple, conversational language• speaks clearly and expressively, with teacher support• offers some opinions, with weak evidence  | • includes some appropriate information and detail• uses some language variety in expressions and descriptions• speaks clearly and shows some expression• offers opinions, with limited evidence | • includes appropriate information and detail• experiments with impact of language and gestures• speaks clearly and expressively• offers opinions and provides reasonable evidence | • includes accurate information and engaging detail• creates an impact with colourful language and interesting gestures• speaks clearly and expressively, using effective vocabulary and sentence structure• offers creative opinions with supporting evidence |
| **Listening**• recalls main events in order• makes reasonable predictions | • recalls some events• makes some predictions and connections, with teacher support | • recalls most main events in order• makes some reasonable predictions and connections | • recalls main events in order and provides detail• consistently makes reasonable predictions and connections | • recalls main events in order; includes extensive detail• makes insightful predictions and effective connections and may use to extend conversation or debate |
| R**e**f**le**c**tion**• identifies speaking skills and strengths | • identifies skills or strengths, with teacher support | • identifies some skills and strengths | • identifies speakers’ skills and strengths | • realistically identifies skills and strengths and reflects on ways to improve |