|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |