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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| Strategies  • confirms that own ideas are understood  • asks questions to sustain and extend interactions  • builds on others’ ideas | • repeats own ideas  • asks relevant questions, with teacher support  • builds on others’ ideas, with teacher support | • restates own ideas to solicit understanding from others  • asks relevant questions  • occasionally builds on others’ ideas | • confirms that own ideas are understood  • asks relevant questions to sustain and extend interactions  • builds on others’ ideas | • confirms own ideas or viewpoints are understood and extends conversation  • asks a variety of questions to sustain and extend interactions, and find out others’ views  • builds on others’ ideas to deepen thinking |
| EXCHANGING IDEAS/ INFORMATION  • clear focussed purpose and substantive and relevant ideas  • awareness of audience  • clear varied language  • expresses own views appropriately with supporting reasons  • appropriate pacing (does not rush)  • uses visual aids | • states purpose and offers few relevant ideas, with teacher support  • demonstrates awareness of audience, with teacher support  • uses simple repetitive language  • sometimes offers own views appropriately, often without reasons  • uses pacing, with teacher support  • uses visual aids, with teacher support | • states purpose and provides some relevant ideas  • generally expresses own views appropriately; gives few relevant reasons  • sometimes demonstrates awareness of audience  • language tends to be simple and often vague  • sometimes uses pacing appropriately  • uses visual aids inconsistently | • provides clear, focussed purpose and substantive and relevant ideas  • expresses own views appropriately, with some relevant reasons  • shows awareness of audience  • language is clear, with some variety  • pacing is appropriate  • presents visual aids at appropriate times | • provides focussed purpose and effective supporting reasons  • expresses own views effectively, with some convincing reasons  • makes connections with guidance and adjusts communication accordingly  • language is clear, varied; some precise language  • pacing is used artistically and effectively  • presents visual aids smoothly to enhance presentation |
| LISTENING  • generates questions to make predictions accurately  • recalls key ideas and viewpoints | • generates questions to make predictions, with teacher support  • recalls key ideas and viewpoints, with teacher support | • generates some relevant questions to make predictions  • recalls some ideas and viewpoints | • generates questions to make predictions  • accurately recalls key ideas and viewpoints | • generates thoughtful questions to make predictions  • restates key ideas and viewpoints, explaining speaker‘s bias, if any |
| REFLECTION  • responds critically to self-assessment criteria and makes suggestions for improvement | • responds to self-assessment criteria, with teacher support | • responds to self-assessment criteria | • responds critically to self-assessment criteria and makes suggestions for improvement | • responds critically to self-assessment criteria and develops a plan for improvement |