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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 |