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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations****(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| Strategies• makes logical connections to prior knowledge and beliefs• asks relevant questions to sustain and extend interactions | • makes connections to prior knowledge and beliefs, with teacher support• asks questions to sustain interactions, with teacher support | • makes some concrete connections to prior knowledge and beliefs• asks some questions to sustain interactions | • makes logical connections to prior knowledge and beliefs• ask relevant questions to sustain and extend interactions | • makes insightful connections to prior knowledge and beliefs; may analyse or evaluate• asks a variety of questions to sustain and extend interactions, and find out others’ views |
| EXCHANGING IDEAS/ INFORMATION• expresses views appropriately with relevant supporting reasons • evaluates solutions/options and explores implications• includes technically accurate and relevant details• speculates | • expresses views • identifies solutions and options, with teacher support• some accurate details, with teacher support• limited speculation, with teacher support | • expresses views appropriately, with some reasons• identifies and sometimes evaluates solutions and options • some accurate, relevant details• limited speculation | • expresses views appropriately with relevant supporting reasons • evaluates solutions or options; explores implications• includes technically accurate, specific, relevant details• speculates | • expresses views effectively, with some convincing reasons• systematically evaluates solutions or options; analyses and considers implications• chooses effective and convincing detail; scientifically accurate, specific, relevant• speculates reasonably and insightfully |
| LISTENING • paraphrases opinions and views | • paraphrases opinions and views, with teacher support | • sometimes accurately paraphrases opinions and views  | • paraphrases opinions and views | • succinctly and effectively paraphrases opinions and views |
| REFLECTION• contributes to and uses criteria to self-assess and set goals | • assesses own behaviour; sets a simple goal, with teacher support | • assesses own behaviour; sets a simple goal | • contributes to and uses criteria to self-assess and set goals | • assesses own behaviour; shows insight; sets appropriate goals |