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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 |