

<b>LANGUAGE – Oral Communication</b>		
<b>Grades 1-3</b> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	As demonstrated on a daily basis <i>[Name]</i> listens and responds appropriately in a variety of situations (such as show and tell time).	<i>[Name]</i> continues to learn to listen and respond appropriately in group discussions. <i>[He/She]</i> can practice by having conversations and taking turns both talking and listening in small groups.
<b>Grades 4-6</b> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	As demonstrated on a daily basis <i>[Name]</i> listens and responds appropriately in a variety of situations (such as during class novel study and student presentations).	<i>[Name]</i> continues to learn to listen and respond appropriately in group discussions. <i>[He/She]</i> is encouraged to improve <i>[his/her]</i> self-regulation and monitor <i>[his/her]</i> own listening behaviour.
<b>Grades 7-8</b> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	<i>[Name]</i> listens and responds appropriately in a variety of situations, as is evident during <i>[specific evidence, such as class discussions and guided reading sessions]</i> .	<i>[He/she]</i> needs to practice paying attention to the speaker and responding appropriately by having conversations in which <i>[he/she]</i> as well as other involved take turns both talking and listening.
<b>Grades 1-3</b> 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	<i>[Name]</i> appropriately communicates <i>[his/her]</i> needs in the classroom, shares ideas and contributes to group discussions. For example, <i>[specific evidence]</i> .	<i>[Name]</i> is encouraged to develop <i>[his/her]</i> speaking skills in the classroom. Speaking in pairs or small groups would assist <i>[Name]</i> in building confidence and appropriate strategies.
<b>Grades 4-6</b> 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	During class presentations and discussions, <i>[Name]</i> can communicate effectively, using a variety of speaking strategies.	<i>[Name]</i> would benefit from working on <i>[his/her]</i> speaking skills. Participating in small group discussions and being well prepared before a presentation would help <i>[Name]</i> develop this skill.
<b>Grades 7-8</b> 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	<i>[Name]</i> appropriately communicates <i>[his/her]</i> opinions, shares ideas and contributes to group discussions, as shown when <i>[specific evidence, such as he/she presented the “pro” side to the statement, “Advertising does more harm than good” in a classroom debate]</i> .	<i>[Name]</i> is encouraged to develop <i>[his/her]</i> speaking skills in the classroom. Speaking in pairs or small groups would assist <i>[Name]</i> in building confidence and appropriate strategies.
<b>Grades 1-3</b> 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.	<i>[Name]</i> is able to reflect on and identify <i>[his/her]</i> strengths as a speaker and listener.	<i>[Name]</i> is encouraged to think about <i>[his/her]</i> speaking skills and identify specific ways <i>[he/she]</i> could improve them.

<p><b>Grades 4-6</b>  3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<p><i>[Name]</i> is able to reflect on and identify <i>[his/her]</i> strengths as a speaker and listener.</p>	<p><i>[Name]</i> is encouraged to think about <i>[his/her]</i> speaking skills and identify specific ways <i>[he/she]</i> could improve them.</p>
<p><b>Grades 7-8</b>  3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p>	<p><i>[Name]</i> is able to identify <i>[his/her]</i> strengths and weaknesses as a listener and as a speaker. <i>[He/She]</i> also can identify listening and speaking strategies that she finds useful.</p>	<p><i>[Name]</i> has not yet demonstrated awareness of strategies that are helpful when listening and when speaking. <i>[He/She]</i> is encouraged to think more explicitly about this topic by writing about it in <i>[his/her]</i> learning journal.</p>