



	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Focus	Student remains consistently focused and on task.	Student is mostly focused and on task.	Student switches between on task and losing focus.	Student is intermittently on task without prompting.	Student is not yet on task.
Peer interaction (SL.1)	Student engages with peers effectively as described in <b>SL.1</b> and leads others in engagement.	Student engages with peers effectively as described in <b>SL.1</b> .	Student engages with peers, benefiting from support for either expressing ideas or building on others' ideas.	Student needs support engaging effectively as described in <b>SL.1</b> .	Student does not yet engage with peers effectively.
Presenting and listening ( <b>SL. 2, 3, 4, and 5</b> )	Student demonstrates mastery of all associated standards.	Student demonstrates grade level readiness on all or most associated standards.	Student demonstrates grade level readiness on some associated standards.	Student demonstrates grade level readiness on associated standards when prompted and/or supported.	Student does not yet demonstrate attention to grade level readiness on associated standards.

- SL. 1** (Comprehension and Collaboration) Prepare for and participate effectively in a paired conversation and collaborate with a partner, building on partner's ideas and expressing their own clearly and persuasively as they develop a shared claim and share evidence reasoning.
- SL. 2** (Comprehension and Collaboration) Integrate and evaluate information presented.
- SL. 3** (Comprehension and Collaboration) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- SL. 4** (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning.
- SL. 5** (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.