**GRADE 1 RUBRIC – ORAL LANGUAGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**  **•** uses simple, basic social conventions to show respect for others  • focuses on the speaker  • does not interrupt  • asks questions to clarify or extend meaning | • uses some polite language, with teacher support  • maintains a “listening” posture for a short duration, with teacher support  • takes turns, with teacher support  • asks questions related to the topic, with teacher support | • sometimes uses polite language  • sometimes maintains a “listening” posture for a short duration  • sometimes takes turns  • sometimes asks questions related to the topic | • uses polite language  • frequently maintains a “listening” posture  • takes turns  • asks questions related to the topic | • uses polite language consistently  • consistently maintains a “listening” posture  • takes turns consistently  • asks questions related to the topic and beyond |
| **Exchanging Ideas/information**  **•** shares ideas in class discussions | • responds to ideas related to the topic, with teacher support | • offers ideas directly or indirectly related to the topic | • offers ideas that are generally related to the topic | • offers ideas that are related to the topic; may introduce a related question or speculation |
| **Listening**  **•** recalls and uses information or ideas from the story or from classmates’ contributions | • recalls some information or ideas heard, with teacher support | • recalls a few facts or ideas heard, with occasional teacher support | • recalls main facts and ideas from the story and from classmates; makes personal connections | • recalls most facts and ideas from the story and from classmates; offers connections to other information or experiences |
| **Reflection**  **•** talks about oral activities | • responds to simple questions about own behaviour; with teacher support | • responds to simple questions about own behaviour; with occasional teacher support | • responds to questions about own behaviour; may describe a simple accomplishment or contribution | • responds to questions about own behaviour; describes successes and achievements |