**GRADE 1 RUBRIC – ORAL LANGUAGE**

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| **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  |