**Sample Rubric: Oral Language (Gr. 10-12)**

Teachers can use and adapt this rubric to gather observations about some key aspects of oral language. The criteria– particularly the complexity of the tasks and texts – becomes more challenging as students progress through the grades.

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| *Aspect* | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal-Moderate)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| Discussing - Contributes relevant ideas and information  - Shows understanding of topic, text, or issue  - uses evidence; reasoning to support responses and critiques  - Open to exploring ideas; seeks diverse views  - Acknowledges; makes connections to others (may question/disagree)  - Asks questions to clarify and extend  - Summarizes key ideas (e.g., group consensus) |  does not contribute relevant ideas   does not show understanding   does offer relevant evidence and logical reasoning   little openness or exploration; prefers a single perspective   does not connect to or acknowledge others’ ideas   does not ask questions   does not summarize or restate key ideas |  contributes some relevant ideas   shows basic understanding   offers some relevant evidence and logical reasoning (flawed)   open to exploration; beginning to recognize value of diverse views   makes some connections; acknowledgement of others’ ideas   asks some question   summarizes/restates some key ideas |  contributes relevant ideas   shows clear understanding   offers well-chosen evidence and logical reasoning   open to exploration; seeks out and considers diverse views   connects to and acknowledges others’ ideas appropriately   asks questions to clarify and extend   summarizes key ideas |  contributes well-chosen ideas that move the discussion forward   shows insight   offers highly convincing evidence and depth of reasoning   high degree of openness/exploration; values diverse views   connects to and acknowledges ideas from *all* group members   asks questions that advance discussion   synthesizes key points effectively |
| Expressing/Presenting ideas/information (informal and formal)- Focused; purposeful- Offers sufficient content and evidence to accomplish purpose- Clear and well-organized; uses cues, transitions to help audience follow- Uses and adjusts voice, nonverbal techniques to get and hold attention- Sense of audience; appropriate tone/formality - Language is precise and has intended effect; often includes specialized terms |  unfocused; purpose is unclear   insufficient content; may be inaccurate   limited clarity; weak organization; hard to follow   voice; nonverbal techniques do not get or hold attention   little sense of audience; tone is inappropriate   language is vague and general |  purpose somewhat clear; may lose focus   minimal content for purpose; generally accurate   some clarity and organization, but few helpful cues/transitions   voice; nonverbal techniques are inconsistent; may not hold attention   some sense of audience; tone is often inconsistent   language is clear with some variety and specificity; may have impact in places |  purpose is clear; focus is sustained   sufficient content for purpose; accurate   generally clear, organized and easy to follow; provides cues and transitions   voice; nonverbal techniques are confident; hold attention   sense of audience; tone is appropriate; occasional lapses   language is varied, specific; creates intended effect; includes specialized terms as appropriate |  purpose/focus are effective and sustained   well-developed content; accurate and specific   high degree of clarity; organization is effective; transparent; adds to impact   voice; nonverbal techniques are engaging   strong sense of audience; tone is consistently effective   language is well-crafted; has impact; uses specialized terms with precision |
| Listening - listens purposefully; checks understanding (e.g., paraphrases)  - Identifies purpose, point-of-view and key strategies  - summarizes information and ideas (e.g., in notes; graphic organizer)  - listens critically; notes bias; questions ideas |  has difficulty listening purposefully; does not check understanding   does not identify speaker’s purpose, point-of-view; strategies   does not summarize key information   does not question ideas or identify bias |  listens purposefully in some situations   partially identifies speaker’s purpose, point-of-view and some strategies   summarizes some information   sometimes questions ideas; identifies bias |  listens purposefully in most situations   identifies speaker’s purpose, point-of-view, strategies   summarizes key information   questions ideas; identifies some bias |  listens purposefully   identifies speaker’s purpose, point-of-view, and strategies; makes inferences about subtle or complex material   concisely summarizes key information; precise   questions ideas; identifies bias; insightful |
| Reflecting; self-assessingDevelops/uses criteria; reflects on feedback; sets goals |  Has difficulty reflecting, self-assessing; goal setting |  Reflects on, self-assesses and set goals about some aspects of own learning |  Reflects and self-assesses key aspects of learning and sets simple goals |  Reflects and self-assesses own learning with insight; sets reasonable goals |