**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-assessing Develops/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 |