**Sample Rubric: Oral Language (Gr. 8-10)**

Teachers can use and adapt this rubric to gather observations about some key aspects of oral language. The criteria in this rubric can be applied at various grades; the contexts – particularly the complexity of the tasks and texts – become 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- Open to exploring experiences, ideas, (e.g., considers alternate views)- Acknowledges; makes connections to others’ contributions (may question/disagree)- Asks questions to clarify and extend - Summarizes key ideas; group consensus |  does not contribute relevant ideas does not show basic understanding; gives little relevant evidence  little openness or exploration 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; gives some relevant evidence  somewhat open to exploration; may have difficulty considering more than one view makes some connections and acknowledgement of others’ ideas asks some question (usually about facts) summarizes/restates some key ideas |  contributes relevant ideas shows clear understanding; gives reasonable evidence  open to exploring views; willing to consider 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; gives convincing, well-chosen evidence  high degree of openness/exploration; seeks diverse views connects to and acknowledges ideas from *all* group members  asks questions that advance discussion  summarizes key points effectively (synthesizes) |
| Expressing/Presenting ideas/information (informal and formal)- Focused; purposeful- Offers sufficient content to accomplish purpose- Clear and well-organized- Uses and adjusts voice, nonverbal techniques to get and hold attention- Sense of audience; appropriate tone/formality- Appropriate language including specialized terms (e.g., literary 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 repetitive and vague |  purpose somewhat clear; may lose focus minimal content for purpose; generally accurate some clarity and organization voice; nonverbal techniques are inconsistent; may not hold attention  some sense of audience; tone is often inconsistent language is relatively general |  purpose is clear; focus is generally sustained sufficient content for purpose; accurate generally clear, organized and easy to follow; uses transitions voice; nonverbal techniques are confident; hold attention sense of audience; tone is appropriate; occasional lapses varied; appropriate language |  purpose/ focus are effective and sustained well-developed content; accurate and specific  high degree of clarity; well-organized; considers audience  voice; nonverbal techniques are engaging strong sense of audience; tone is consistently effective precise, well-chosen language  |
| Listening- listens purposefully; checks understanding (e.g., predicts, questions, paraphrases, confirms)- Identifies purpose 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 and strategies unable to summarize key information does not question ideas or perspectives |  listens purposefully in some situations (for relatively short periods) partially identifies speaker’s purpose and some strategies summarizes some information sometimes questions ideas; identifies bias |  listens purposefully in most situations identifies speaker’s main purpose and key strategies  summarizes key information questions ideas; identifies some bias |  listens purposefully  identifies speaker’s purpose/strategies; makes inferences about subtle/complex material concisely summarizes key information 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 |