**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-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 |