Grade 3

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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**  • uses polite language to encourage interaction with others  • focusses on the speaker, maintaining a “listening” posture without interrupting  • when offering ideas, speaks and positions self so others can see and hear  • asks questions to find out others’ ideas | • uses polite language, with teacher support  • focusses on speaker, sometimes maintaining a “listening” posture  • speaks and positions self so others can see and hear, with teacher support  • asks questions to find out others’ ideas, with teacher support | • uses polite language voluntarily  • focusses on speaker, maintaining a “listening” posture  • speaks and positions self so others can see and hear  • asks some questions to find out others’ ideas | • uses polite language voluntarily to encourage interaction with others  • focusses on speaker, maintaining a “listening” posture without interrupting  • speaks and positions self so others can see and hear to show awareness of audience  • asks relevant questions to find out others’ ideas | • voluntarily shows respect to others  • consistently focusses on speaker, maintaining a “listening” posture without interrupting, and responds appropriately  • speaks and positions self so others can see and hear, adjusting to audience’s needs  • asks relevant questions to find out others’ ideas and respond accordingly |
| **Exchanging Ideas/in**f**or**m**ation**  • offers ideas related to the problem  • asks questions to find out and clarify others’ views  • shares opinions and gives reasons  • shares in completing tasks | • offers ideas related to the problem, with teacher support  • asks questions to clarify others’ views, with teacher support  • gives opinions, with teacher support  • contributes to shared tasks, with teacher support | • offers ideas related to the problem, directly or indirectly  • asks questions  • shares opinions  • contributes somewhat to shared tasks | • offers ideas related to the problem  • asks questions to find out and clarify others’ views  • shares opinions and gives reasons  • contributes willingly to shared tasks | • offers constructive ideas related to the problem  • asks questions to find out, clarify, and extend others’ views  • shares opinions and gives reasons; may consider more than one point of view  • contributes willingly to shared tasks; may help others |
| **Listening**  • recalls key ideas  • contributes accurate information to create a shared summary of other presentations | • recalls some key ideas, with teacher support  • contributes information to a shared summary, with teacher support | • recalls some key ideas  • contributes limited information to a shared summary | • recalls key ideas  • contributes accurate information to create a shared summary | • recalls key ideas; may be able to provide extensive detail  • contributes accurate information to create a shared summary; may take leadership |
| **Reflection**  • given a frame, describes own behaviour and identifies a simple goal | • identifies a simple goal appropriately, with teacher support | • describes own behaviour and identifies a goal | • describes own behaviour and identifies a reasonable goal | • describes own behaviour and identifies a reasonable goal with adequate detail |

Grade 4

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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Strategies**  • focusses on the speaker (e.g., appropriate body language and “listening” posture)  • when offering ideas, makes connections with listeners (e.g., speaks and positions self so others can see and hear)  • asks questions to find out others’ ideas | • sometimes focusses on speaker, with teacher support  • uses strategies for making connections with listeners, with teacher support  • sometimes asks questions to find out others’ ideas | • often focusses on speaker  • uses strategies for making connections with listeners  • asks questions to find out others’ ideas | • consistently focusses on speaker  • uses appropriate strategies for making connections with listeners  • asks relevant questions to find out others’ ideas and make connections | • consistently and effectively focusses on speaker and responds appropriately  • uses appropriate strategies for making connections with listeners to extend conversation  • asks questions to find out others’ ideas, makes connections, and extends thinking |
| **Exchanging Ideas/information**  • topic and  purpose are clear  • information is generally accurate and relevant  • speaks clearly; most parts are audible and easy to understand  • uses specific content words and phrases correctly  • orders most information logically | • topic and purpose are not clearly stated  • provides little accurate and relevant information; may be vague  • sometimes speaks clearly  • uses few, specific content terms correctly  • orders some information logically, with teacher support | • states topic clearly; purpose may be vague  • provides some relevant information  • generally speaks clearly  • uses a few key content terms correctly  • generally orders information logically | • states topic and purpose clearly  • provides accurate and relevant information  • speaks clearly; most parts are audible and easy to understand  • uses some specific content terms correctly  • orders information logically | • states topic and purpose clearly and effectively  • consistently provides accurate, specific, and relevant information  • speaks clearly and fluently; easy to understand  • uses specific content words and phrases correctly  • consistently orders information logically and provides a conclusion |
| **Listening**  • makes connections as listener  • recalls main facts or ideas in order | • makes connections as listener, with teacher support  • recalls some facts or details | • makes some connections as listener  • recalls main facts or ideas, sometimes in sequence | • makes relevant connections as listener  • recalls main facts or ideas in sequence | • makes insightful connections as listener  • effectively recalls main facts or events in sequence |
| R**e**f**le**c**tion**  • contributes to and uses criteria to assess oral activities (what worked well and what didn’t) | • uses criteria to self-assess, with teacher support | • uses criteria to self-assess, with little supporting evidence | • contributes to and uses criteria to self-assess; provides some evidence | • contributes to and uses criteria to self-assess; evidence is thorough and creative |

Grade 5

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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **STRATEGIES**  • adjusts volume and tone of voice  • asks questions to clarify ideas and  extend discussion  • restates or paraphrases others’ ideas to check for understanding or to extend conversation | • adjusts volume and tone of voice, with teacher support  • asks questions to clarify ideas, with teacher support  • restates others’ ideas, with teacher support | • sometimes adjusts volume and tone of voice  • occasionally asks questions to clarify ideas and extend discussion  • restates main features of others’ ideas | • adjusts volume and tone of voice  • asks questions to clarify ideas and extend discussion  • restates or paraphrases others’ ideas to check for understanding or to extend conversation | • consistently and effectively adjusts volume and tone of voice  • effectively asks questions to clarify ideas and extend discussion  • succinctly restates others’ ideas and may use to transition or to extend conversation or debate |
| **Ex**c**hanging ideas/in**f**or**m**ation**  • includes appropriate information and detail  • experiments with impact of language and gesture  • speaks clearly and expressively  • offers opinions and provides reasonable evidence | • includes minimal information and detail  • uses simple, conversational language  • speaks clearly and expressively, with teacher support  • offers some opinions, with weak evidence | • includes some appropriate information and detail  • uses some language variety in expressions and descriptions  • speaks clearly and shows some expression  • offers opinions, with limited evidence | • includes appropriate information and detail  • experiments with impact of language and gestures  • speaks clearly and expressively  • offers opinions and provides reasonable evidence | • includes accurate information and engaging detail  • creates an impact with colourful language and interesting gestures  • speaks clearly and expressively, using effective vocabulary and sentence structure  • offers creative opinions with supporting evidence |
| **Listening**  • recalls main events in order  • makes reasonable predictions | • recalls some events  • makes some predictions and connections, with teacher support | • recalls most main events in order  • makes some reasonable predictions and connections | • recalls main events in order and provides detail  • consistently makes reasonable predictions and connections | • recalls main events in order; includes extensive detail  • makes insightful predictions and effective connections and may use to extend conversation or debate |
| R**e**f**le**c**tion**  • identifies speaking skills and strengths | • identifies skills or strengths, with teacher support | • identifies some skills and strengths | • identifies speakers’ skills and strengths | • realistically identifies skills and strengths and reflects on ways to improve |

Grade 6

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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| Strategies  • confirms that own ideas are understood  • asks questions to sustain and extend interactions  • builds on others’ ideas | • repeats own ideas  • asks relevant questions, with teacher support  • builds on others’ ideas, with teacher support | • restates own ideas to solicit understanding from others  • asks relevant questions  • occasionally builds on others’ ideas | • confirms that own ideas are understood  • asks relevant questions to sustain and extend interactions  • builds on others’ ideas | • confirms own ideas or viewpoints are understood and extends conversation  • asks a variety of questions to sustain and extend interactions, and find out others’ views  • builds on others’ ideas to deepen thinking |
| EXCHANGING IDEAS/ INFORMATION  • clear focussed purpose and substantive and relevant ideas  • awareness of audience  • clear varied language  • expresses own views appropriately with supporting reasons  • appropriate pacing (does not rush)  • uses visual aids | • states purpose and offers few relevant ideas, with teacher support  • demonstrates awareness of audience, with teacher support  • uses simple repetitive language  • sometimes offers own views appropriately, often without reasons  • uses pacing, with teacher support  • uses visual aids, with teacher support | • states purpose and provides some relevant ideas  • generally expresses own views appropriately; gives few relevant reasons  • sometimes demonstrates awareness of audience  • language tends to be simple and often vague  • sometimes uses pacing appropriately  • uses visual aids inconsistently | • provides clear, focussed purpose and substantive and relevant ideas  • expresses own views appropriately, with some relevant reasons  • shows awareness of audience  • language is clear, with some variety  • pacing is appropriate  • presents visual aids at appropriate times | • provides focussed purpose and effective supporting reasons  • expresses own views effectively, with some convincing reasons  • makes connections with guidance and adjusts communication accordingly  • language is clear, varied; some precise language  • pacing is used artistically and effectively  • presents visual aids smoothly to enhance presentation |
| LISTENING  • generates questions to make predictions accurately  • recalls key ideas and viewpoints | • generates questions to make predictions, with teacher support  • recalls key ideas and viewpoints, with teacher support | • generates some relevant questions to make predictions  • recalls some ideas and viewpoints | • generates questions to make predictions  • accurately recalls key ideas and viewpoints | • generates thoughtful questions to make predictions  • restates key ideas and viewpoints, explaining speaker‘s bias, if any |
| REFLECTION  • responds critically to self-assessment criteria and makes suggestions for improvement | • responds to self-assessment criteria, with teacher support | • responds to self-assessment criteria | • responds critically to self-assessment criteria and makes suggestions for improvement | • responds critically to self-assessment criteria and develops a plan for improvement |

Grade 7

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| **Aspect** | **Not Yet Within Expectations** | **Meets Expectations**  **(Minimal Level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| Strategies  • makes logical connections to prior knowledge and beliefs  • asks relevant questions to sustain and extend interactions | • makes connections to prior knowledge and beliefs, with teacher support  • asks questions to sustain interactions, with teacher support | • makes some concrete connections to prior knowledge and beliefs  • asks some questions to sustain interactions | • makes logical connections to prior knowledge and beliefs  • ask relevant questions to sustain and extend interactions | • makes insightful connections to prior knowledge and beliefs; may analyse or evaluate  • asks a variety of questions to sustain and extend interactions, and find out others’ views |
| EXCHANGING IDEAS/ INFORMATION  • expresses views appropriately with relevant supporting reasons  • evaluates solutions/options and explores implications  • includes technically accurate and relevant details  • speculates | • expresses views  • identifies solutions and options, with teacher support  • some accurate details, with teacher support  • limited speculation, with teacher support | • expresses views appropriately, with some reasons  • identifies and sometimes evaluates solutions and options  • some accurate, relevant details  • limited speculation | • expresses views appropriately with relevant supporting reasons  • evaluates solutions or options; explores implications  • includes technically accurate, specific, relevant details  • speculates | • expresses views effectively, with some convincing reasons  • systematically evaluates  solutions or options; analyses and considers implications  • chooses effective and convincing detail; scientifically accurate, specific, relevant  • speculates reasonably and insightfully |
| LISTENING  • paraphrases opinions and views | • paraphrases opinions and views, with teacher support | • sometimes accurately paraphrases opinions and views | • paraphrases opinions and views | • succinctly and effectively paraphrases opinions and views |
| REFLECTION  • contributes to and uses criteria to self-assess and set goals | • assesses own behaviour; sets a simple goal, with teacher support | • assesses own behaviour; sets a simple goal | • contributes to and uses criteria to self-assess and set goals | • assesses own behaviour; shows insight; sets appropriate goals |

**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 |

**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 |