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-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 |

**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 |