Speaking & Listening Rubric

Skill	EXCEEDS	MEETS	APPROACHING	NO EVIDENCE
Questioning	❑ **Propels conversation** by posing and responding to **questions that probe reasoning** and **deepen understanding** ❑ Initiates **new topics** of conversation using **open-ended questions**	❑ **Propels conversation** by posing and responding to **clarifying questions** or asking for **additional evidence** ❑ Questions are **unsolicited contributions** to the conversation	❑ Asks relevant questions for **clarification**, but only when solicited ❑ Uses **prompts** posted in the classroom to structure questions	❑ **Rarely asks** or responds to **questions** ❑ Asks questions that are **irrelevant and off-topic**
Support and Respect (Norms)	❑ Conveys active listening and engagement through appropriate **body language** and **wait time** ❑ Demonstrates **openness** to differences or **changes in opinion** ❑ Politely **moderates** and actively **incorporates others** in the discussion	❑ Makes **eye contact** and maintains a respectful **tone** and **language** ❑ Remains **focused** by not succumbing to distractions ❑ **Invites comments** from classmates ❑ Comes to discussions prepared by having **read and annotated the text**	❑ Maintains a respectful tone and **rarely interrupts** classmates ❑ Sometimes is distracted, but **makes an effort to re-focus** ❑ Comes to class **unprepared** for discussion, but **still contributes**	❑ Does not communicate with a respectful tone or language ❑ Is **easily distracted** during discussion ❑ Comes to class **unprepared** and **does not contribute**
Building on and Paraphrasing	❑ **Reflects on** what others say ❑ Paraphrases to **build understanding** together ❑ **Explores the topic** more deeply together if both sides agree	❑ **Reiterates** and **adds** to what others say ❑ Paraphrases to **show understanding** of others' claims	❑ **Repeats** points others make, but often due to inattention ❑ **Restates** the same points **rather than adding on** to previously raised points	❑ **Does not paraphrase** what others say or add to the conversation
Synthesis and Developing a Claim	❑ Refers back to **previous parts of the conversation** as additional evidence ❑ Keeps track of what **other people say** (real-time thinking) ❑ **Makes connections** among concepts or previous knowledge	❑ Uses evidence to **establish a claim** ❑ Shows evidence of a **new understanding** based on the conversation ❑ Incorporates **counterclaims** (if appropriate to discipline)	❑ **Expresses an opinion** without evidence ❑ Shows **understanding of the main topic** ❑ **Does not include** a **counterclaim** successfully	❑ Claims or opinions are **not clearly stated** ❑ **Does not demonstrate an understanding** of the conversation ❑ **Does not include a counterclaim** successfully
Use of Evidence	❑ Includes specifics of **where evidence was found** ❑ **Make new connections** in light of evidence and reasoning presented in the discussion	❑ Includes evidence of text using **active reading strategies** from multiple sources ❑ Refers to evidence from **texts and other research** ❑ Makes connections to **previously learned content**	❑ **Rarely supports claims** with evidence ❑ Evidence tends to be from **personal experience** rather than from texts ❑ Focuses on the **topic at hand** rather than connecting ideas to previously learned content	❑ **Claims** are **not supported** by evidence ❑ **Any evidence** used bears little relevance to the topic
Content Knowledge	❑ Consistently uses **academic vocabulary** ❑ Uses **domain-specific** and **precise** language	❑ **Incorporates academic vocabulary** into speech ❑ Uses **domain-specific** language	❑ **Rarely uses academic vocabulary** ❑ **Explains domain-specific content**, but rarely uses appropriate language	❑ **Does not use academic vocabulary** or domain-specific language