

8th Grade Speaking and Listening Rubric

Student Name:					Date:				
Teacher Name:									
Speaking and Listening Skills	Almost Never 1	Rarely 2	Occasionally 3	Frequently 4	Almost Always 5				
Comprehension and Collaboration									
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.8.1.) (DOK 1,2,3)									
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.									
b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.									
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.									
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.									
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (SL.8.2.) (DOK 2,3,4)									
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3.) (DOK 2,3,4)									

Presentation of Knowledge and Ideas										
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details appropriate to the purpose, audience, and task. (SL.8.4) (DOK 1,2,3)										
5. Integrate multimedia components and visual displays (e.g., graphics, images, charts and graphs, sound, audio, interactive elements) in presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) (DOK 2,3)										
6. Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate; use appropriate eye contact, adequate volume, and clear pronunciation. (See grade 8 Language standards 1 and 3 for specific expectations) (SL.8.6) (DOK 1,2,3)										

***Rating Descriptors Operationally Defined:**

Almost Never – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

Rarely – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary Next Steps:	
Date #3:	Data Sources:
Summary: Next Steps:	
Date #4:	Data Sources:
Summary Next Steps:	
Date #5:	Data Sources:
Summary: Next Steps:	
Date #6:	Data Sources:
Summary Next Steps:	
Date #7:	Data Sources:
Summary: Next Steps:	
Date #8:	Data Sources:
Summary Next Steps:	
Date #9:	Data Sources:
Summary: Next Steps:	
Date #10:	Data Sources:
Summary Next Steps:	
Date #11:	Data Sources:
Summary: Next Steps:	
Date #12:	Data Sources:
Summary Next Steps:	
Date #13:	Data Sources:
Summary: Next Steps:	
Date #14:	Data Sources:
Summary Next Steps:	
Date #15:	Data Sources:
Summary: Next Steps:	
Date #16:	Data Sources:
Summary Next Steps:	
Date #17:	Data Sources:
Summary: Next Steps:	
Date #18:	Data Sources:
Summary Next Steps:	