

5th 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 5 topics and texts, building on others' ideas and expressing their own clearly. (SL.5.1.) (DOK 1,2,3)									
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.									
b. Follow agreed-upon rules for discussions and carry out assigned roles.									
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.									
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.									
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.5.2.) (DOK 2,3)									
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3.) (DOK 2,3)									
Presentation of Knowledge and Ideas									
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4.) (DOK 1,2,3)									

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5.) (DOK 2,3)										
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, such as when performing dramatic readings or presentations; use appropriate eye contact, adequate volume, and clear pronunciation. (See grade 5 Language standards 1 and 3 for specific expectations) (SL.5.6.) (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:	