

9th-10th 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. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.9-10.1.) (DOK 2,3)									
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.									
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.									
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.									
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.									
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL.9-10.2.) (DOK 2,3,4)									
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious									

reasoning or exaggerated or distorted evidence. (SL.9-10.3.) (DOK 2,3,4)										
Presentation of Knowledge and Ideas										
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4.) (DOK 1,2,3)										
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5.) (DOK 2,3)										
6. Adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate; use appropriate eye contact, adequate volume, and clear pronunciation. (See grades 9–10 Language standards 1 and 3 for specific expectations) (SL.9-10.6) (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:	