FOURTH-FIFTH GRADES EXPRESSIVE ORAL LANGUAGE (Speaking) RUBRIC

Student's Name _____   Context of Observation _____

Date _____   Group Participants _____

Aspect/Level	4 Experienced	3 Capable	2 Developing	1 Beginning
Ideas/Content	Stays focused on topic, expresses main ideas clearly and elaborates with supporting details	Stays on topic expresses main ideas clearly and elaborates with some supporting details	Varies topic somewhat and presents ideas with few supporting details	Lacks focus on topic and presents ideas without supporting details
Organization/ Structure	Sequences ideas and words in a logical manner with effective transitional words and connecting ideas	Sequences most ideas and words in a logical manner with some transitional words and connecting ideas	Presents ideas with some attention to sequence, transitional words, and connecting ideas	Presents ideas with little attention to sequence, transitional words, or connecting ideas
Vocabulary	Confidently uses colorful and figurative language to describe events or ideas including exhibits and concepts beyond personal experiences	Uses some colorful language to describe events or ideas and may include objects and concepts beyond personal experiences	Uses minimal description to present events and ideas which are limited to own personal experiences	Presents ideas with little or no description
Style/Voice	Presents ideas with style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.)	Presents ideas with some style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.)	Presents ideas with minimal style and/or creativity and use of elements of voice (diction, inflection, volume, pace, etc.)	Presents ideas in a flat or monotone voice
Conventions	Consistently uses appropriate syntax of the English language with complex sentences. Regular and irregular plurals and past tenses are used correctly.	Uses appropriate syntax of the English language. Regular plurals and past tenses are used correctly although not irregular forms.	Uses correct English syntax for very simple sentences. Inappropriate use of plurals and past tenses.	Uses mostly incorrect English syntax. Inappropriate use of plurals and past tenses. May use only present tense, even when prompted. Few complete sentences used.
Non-Verbal	Displays feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Displays few feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Presents ideas showing little physical involvement
Oral Language Convention	Consistently uses various language conventions, both formal and informal, appropriately for the context.	Recognizes and generally uses formal language conventions although there are still occasional lapses which are inappropriate for the context.	Mixes formal language with informal language conventions without regard for the context.	Primarily communicates using informal language patterns.

Speaking Fluency Rubric

Using an analogy of reading ability when discussing the importance of speaking fluency, we can understand that a fluent reader facilitates meaning when reading smoothly to comprehend a text. On the other hand, halting, word-by-word, expressionless reading diminishes the reader's ability to understand the text. Therefore, developing fluent speaking ability helps the speaker communicate ideas and concepts in a way that allows the listener to comprehend fully.

4. Fluent speakers actually help listeners understand their message. They speak at a pace that provides enough continuity for a listener to grasp the meaning of the communication quickly. They also speak in meaningful phrases with expression and appropriate pauses to help listeners make sense of the speech. He/she successfully uses gestures, eye contact, and intonation of voice to extend meaning.

3. The speaker unconsciously paces the message to facilitate meaning for the listener; however, some adjustment to the needs of the listener is demonstrated. He/she also speaks in meaningful phrases using appropriate pauses. He/she sometimes uses appropriate body language and intonation to extend audience understanding of message.

2. The speaker's message is sometimes clear but the pace is irregular with minimal adjustment to the needs of the listener. The use of phrases and pauses may be inconsistent to facilitate meaning. He/she may use distracting gestures, little eye contact, and inappropriate intonation.

1 The speaker lacks a pace, tending to focus on specific words rather than context of the meaning. The use of pauses and phrases are ineffective in facilitating meeting. He/she uses distracting body language and voice intonation.

Adapted from Rasinski, T.V. & Padak, N.D. (2000). *Effective Reading Strategies: Teaching Children Who Find Reading Difficult.* 2nd. Ed. Columbus, OH: Merrill.

EXPRESSIVE LANGUAGE (Speaking) RECORD SHEET

School _____ Teacher _____ Date _____

NAME	Ideas/ Content	Organization/ Structure	Vocabulary	Style/ Voice	Oral Language Conventions	Non-Verbal

FOURTH AND FIFTH GRADE ASSESSMENT GUIDELINES RECEPTIVE ORAL LANGUAGE (Listening) CHECKLIST

For initial assessment the teacher may consider only one category of behaviors in the Receptive Oral Language (Listening) Checklist while observing students' performance. As the teacher becomes more comfortable several categories of behaviors may be considered for a variety of students.

Procedure

1. During the normal classroom routine the teacher will observe individual children using receptive language (listening) in both large groups and small groups.
2. The teacher will identify four or five students to observe closely using the Listening Checklist over several days. Continue assessing until you have a full classroom profile.
3. Complete the information at the top of the Listening Checklist:
   - Record the individual child's name
   - Describe the context of the observation (i.e. small group, large group)
   - Record the names of participants if a small group context
   - Identify the most appropriate category of listening skills on the checklist that matches the purpose of the interaction being observed
   - Check the skills observed in the target category.
4. If the teacher observes other skills being demonstrated by the student from categories other than the category the teacher had identified as most appropriate for the interaction being observed, he/she may choose to note the skills the student used for further consideration during the teacher's analysis.
5. The student's record will be kept in the student portfolio to guide the teacher's design of listening experiences and instruction.

Analysis

The teacher will analyze the student's listening performance using the following questions.
   - Does the student apply or use more than one purpose in listening to the message?
   - Does the student understand and are they able to apply the appropriate skills to fulfill the identified purpose(s) of listening?
   - Does the student exhibit flexibility in the application of the diverse purposes of listening, including selecting a purpose consistent with the speaker's?

Receptive (Listening) Language Checklist
Grades Four and Five

Student _____ Date _____

Grouping _____ Context of Observation_____

Criteria   **Comments**

Ideas/Content

_____ Focuses on topic
_____ Develops main ideas
_____ Recalls supporting details

Organization/Structure

_____ Ideas clearly organized
_____ Appropriate labels for key issues
_____ Useful transitions and signposts guide the content

Vocabulary

_____ Recalls accurate and appropriate language to describe
_____ Recalls accurate description of audiovisual aides used to complement content

Style/Voice

_____ Recognizes speaker's use of style and creativity
      _____ Use of appropriate diction
      _____ Use of appropriate inflection
      _____ Use of appropriate volume
      _____ Use of appropriate pace

Oral Language Conventions

_____ Effectively applies purpose of listening to the situation
_____ Applies appropriate language, either formal or informal, to the situation

Non-Verbal

_____ Recognizes the use of
      _____ Gestures congruent with idea
      _____ Facial expressions congruent with idea
      _____ Eye contact congruent with idea
      _____ Posture congruent with idea

Student's Name _____ Context of Observation_____

Date _____ Group Participants_____

LISTENING CHECKLIST

What students know and are able to do when using receptive oral language skills for varying purposes. These categories for listening may be used to identify a child's ability to receive, attend to, interpret, and respond appropriately to the purpose of the sender. (We recognize that different texts provide different theories of listening principles. For the purposes of MLPP, however, we suggest the following five purposes.)

Appreciative Listening

_____ Pays attention to context and style
_____ Responds visibly to color, sound, language and rhythm
_____ Identifies with message of the sender
_____ Relaxes

Empathic Listening

_____ Lets sender do the talking
_____ Lets sender know they care
_____ Shows interest
_____ Asks open-ended questions

Comprehensive Listening

_____ Elaborates on what has been said
_____ Asks for clarification of senders intended message
_____ Brings up related issues
_____ Summarizes
_____ Explains message to others in own words
_____ Relates message to personal experience
_____ Understands relationship among ideas
_____ Listens for main idea and

supporting details

Discerning Listening

_____ Determines the main message
_____ Sorts out details
_____ Decides what's important
_____ Makes sure nothing's missed
_____ Takes notes
_____ Asks for clarification
_____ Concentrates
_____ Eliminates distraction
_____ Repeats to confirm accuracy

Evaluative Listening

_____ Relates what is heard to personal beliefs
_____ Questions sender's motives
_____ Listens for factual support of message
_____ Accepts or rejects message
_____ Actively agrees or disagrees with message
_____ Responds selectively
_____ Expresses skepticism

Assessment of Listening

Listening is one of the more difficult aspects of the language arts to assess. It cannot be easily observed and can be measured only through inference. However, there are both informal and formal strategies and instruments that teachers can use to help them in their assessments.

Informal Assessment

The most effective assessment of listening may be teachers' observations and students' self-assessments. Students initially may not be aware of how well they listen and, therefore, need teacher guidance.

Self-assessments should be followed with one-to one discussions about student progress. Teachers can also videotape students while they are listening and follow up with discussion.

Formal Assessment

More formal listening assessments can be prepared by teachers based on objectives and perceived needs.
Some examples follow.

1. Excerpts from different genres of literature
   (e.g., prose, poetry, play) can be used as follows:
   - Prepare a set o ten questions on the excerpt.
   - Set a purpose for the listening activity
     (e.g., "Listen to determine the setting of the following passage.")
   - Have students listen to the excerpt (pre-taped or teacher-read).
   - Have students respond in writing the prepared questions.
   - A score of 70% or better on basic recall and basic inferential questions indicates that the student has comprehended the passage.

Questions can also be designed to determine if students are comprehending critically and creatively.

2. Students can paraphrase, summarize, analyze, make notes, complete a Listening guide, or write a response to a spoken or multimedia presentation. The assessment tasks can be as simple as listing significant ideas and arguments, answering a series of questions, or identifying connotative meanings of key words. They can be as challenging as formulating their own questions; identifying irrelevant details; identifying

fallacies, bias, or prejudice; using the information presented and applying it to a new situation; or judging the effects of various devices the speaker may use to influence the listener or viewer.

3. Other strategies:
   - After placing ten details on the chalkboard, the teacher reads a ten-minute story aloud. After listening to the story, students are asked to jot down the four or five details that are most important to the outcome. The responses provide insights into students' listening ability.
   - Students listen to a story and afterwards, write down three key qualities of the character and their reasons for selecting these. While listening to the story a second time, the students listen for and record details that prove their assertions about the character.

*Even though listening is a difficult language strand to evaluate, assessment must take place to validate its place in a curriculum and to provide feedback to students. The feedback should be specific, concise, and as meaningful as possible. As with all evaluation, it needs to be continuous.

FOURTH AND FIFTH GRADE ORAL LANGUAGE RUBRIC - LISTENING

Student's Name _____

Context Observation _____

Date _____

Group Participants _____

	4 Experienced	3 Capable	2 Developing	1 Beginning
Ideas/ Content	Focuses on topic, develops main ideas, and can recall elaborate supporting details (materials).	Generally focuses on topic, indicates main ideas, and can provide some supporting details.	Focus on topic reflects incomplete understanding, with some suggestion of main ideas, but with few supporting details.	Lacks focus on topic, main ideas are unclear, and there are minimal or no supporting details.
Organi- zation/ Structure	Ideas are well organized in a clearly discernible organization pattern with appropriate labels for key issues, useful transitions, and signposts.	A general pattern of organization is understood with general labels to identify key ideas and some transitions and signposts to guide the content.	Some attention to sequence of ideas with occasional labels to identify key ideas and occasional transitions and signposts.	Scattered ideas with little attention to organization or to transitional devises.
Vocabulary	Recalls accurate and appropriate language to describe events or ideas, complementing concepts with accurate descriptions of appropriate audiovisual materials.	Recalls relatively precise and generally appropriate language to describe events or ideas, using a relatively accurate description of audiovisual material used to complement the content.	Uses general terms to describe key concepts or events with mention of an occasional audiovisual aide that appears to have an indirect relationship to important ideas.	Uses random and imprecise language to describe events or ideas with no recall of audiovisual materials or irrelevant comments on how audiovisual materials relate to important ideas.
Style/Voice	Appreciates the speaker's use of style and creativity and identifies how elements of voice (diction, inflection, volume, pace, etc.) influences comprehension.	Recognizes speaker's use of some style and creativity used to present ideas and identifies elements of voice (diction, inflection, volume, pace, etc.)	Recognizes minimal style and/or creativity and of elements of voice (diction, inflection, volume, pace, etc.) used by the speaker.	Lacks retention of speaker's use of style and creativity and elements of voice.
Oral Language Conventions	Effectively applies the purpose of listening to the presentation. Consistently applies appropriate language, either formal or informal, to the situation.	Generally applies the purpose of listening to the presentation. Usually applies appropriate language, either formal or informal, to the situation.	Seldom applies, but is aware of the purpose of listening to the presentation. Infrequently applies appropriate language, either formal or informal, to the situation.	Unable to recognize and apply distinct purposes of listening. Randomly, or never, applies appropriate language, either formal or informal, to the situation.
Non-Verbal	Recognizes the use of gestures, facial expressions, eye contact, posture, etc. used to display feelings and emotions congruent with ideas.	Recognizes some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Lack of congruence although on occasion there is some recognition of relationship between ideas and emotions.	Little or no relationship is recognized between the ideas and the behaviors.

Purposes for Listening Definitions

MLPP Grades 4 and 5

Discriminative Listening

The listener must differentiate the auditory and visual messages and identify their distinguishing features before he/she can process the messages.

Comprehensive Listening

The listener's goal is to understand the message in order to retain, recall, and possibly use the information later.

Therapeutic (Emphatic) Listening

The listener listens to provide support, help, and empathy to a person who needs to talk through a concern. He/she must first discriminate the verbal and nonverbal messages sent and then comprehend those messages.

Critical (Evaluative) Listening

The listener's goal is to evaluate the merits of the message. The listener must first, however, use both their discriminative and comprehensive listening skills before assessing the messages of making judgments about them.

Appreciative Listening

The purpose of appreciative listening is to process the message with some type of appreciative response. The appreciative listener will suspend critical judgment until after the appropriate comprehension of the piece.

Adapted from: Listening by Andrew Wolvin and Carolyn Gwynn Coakley. (1996).

Oral Language

Receptive Language – Listening

Behaviors Observed	Activities	Focus	Instructional Strategies	Connections
Appreciative Listening				
Emphatic Listening				
Comprehensive Listening	Listen to a presentation of an oral message (live or tape)	Determine if the message is informative or persuasive	Think-aloud T-chart Venn Diagram	Author's purpose Author's craft Language – identify judgmental/nonjudgmental words
Discerning Listening				
Evaluative Listening				

RECEPTIVE LANGUAGE (Listening) RECORD SHEET

School _____ Teacher _____ Date _____

NAME	Ideas/ Content	Organization/ Structure	Vocabulary	Style/ Voice	Oral Language Conventions	Non-Verbal