



## Oral Communication Rubric, Elementary School (2<sup>nd</sup> Grade)

### Overview

**Interpersonal Communication Section** - Focuses on the listening and speaking skills exhibited by individual students in a wide variety of informal conversations (e.g. student and teacher, student and student and expert). While there is some unavoidable overlap with the Collaboration Rubric, the Collaboration rubric emphasizes how teammates should talk to one another while collaborating.

**Presentation Section** - Focuses on the elements of a strong presentation. This section of the rubric could be used in its entirety to describe a complete presentation - though it's often good to focus on a few dimensions (rows), or indicators (bullets). Useful for providing a group grade on a presentation.

**Delivery Section** - Focuses on the individual aspects of a presentation and can be used to provide individualized grades for a student in a presentation, even in the case of a group presentation.

### **Elementary – 2<sup>nd</sup> Grade vs 5<sup>th</sup> Grade Note:**

Effective oral communication looks similar at the 2nd and 5th grade, although the sophistication of the topics discussed will change, as will the sophistication of student communication. In addition, the 2nd grade rubric focuses on a slightly smaller set of indicators: the organization and language use dimensions were removed, as those are more appropriate for older oral communicators. Finally, it's expected that at the earlier levels (Emerging and Developing), students will need some support to achieve the outcome.



### Interpersonal Communication

The ability to communicate knowledge and thinking through effective informal, pair, and small group conversations.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Listening and Comprehension	With supports, after listening, recall shows <b>limited understanding or misunderstanding</b> of key facts or main points		With supports, after listening, shows recall of <b>some key facts</b>		After listening, shows recall of <b>key facts or main points</b>		After listening, shows recall of <b>key facts and main points</b>
Clear Presentation of Ideas	With supports, communicates ideas in <b>an unclear way</b> ; ideas are <b>difficult to follow</b>		With supports, communicates ideas clearly <b>some of the time</b> , but ideas are <b>sometimes</b> difficult to follow		Communicates ideas <b>clearly most of the time</b> , <b>occasionally</b> ideas are difficult to follow		Communicates ideas <b>clearly</b>
Asking Questions	With supports, asks questions that are <b>off topic</b> or <b>show a misunderstanding</b> of details or main points		With supports, asks questions that <b>repeat stated details or main points</b>		Asks questions that <b>help clarify a topic</b>		Ask questions that <b>help clarify a topic or a line of reasoning</b>



## PRESENTATION

The ability to communicate knowledge and thinking orally.

		EMERGING	E/D	DEVELOPING	D/A	PROFICIENT	P/A	ADVANCED
Clarity		With supports, presents <b>ideas</b> or recounts events/stories in an <b>unclear</b> way		<b>With supports, attempts</b> to present ideas or recount events/stories		<b>Presents</b> ideas or recounts events/stories		<b>Attempts</b> to present a central message, though it may not always be explicit
	Evidence	With supports... Presents <b>without</b> additional facts or findings Presents an <b>unclear</b> understanding or <b>misunderstanding</b> of the topic		With supports... Uses <b>a</b> fact and/or finding from reading, classwork, etc.  Presents <b>some</b> understanding of the topic		Uses <b>some</b> facts and/or findings from reading, classwork, etc.  Presents an <b>understanding</b> of the topic with some lapses		Draws on facts, experience, and/or research <b>with few lapses</b>  Demonstrates an <b>understanding</b> of the topic <b>with few lapses</b>
	Use of Digital Media / Visual displays	With supports, digital media or visual displays are <b>confusing, extraneous, or distracting</b>		With supports, digital media or visual displays are somewhat <b>informative and relevant, some may be irrelevant</b>		Digital media or visual displays are <b>mostly</b> informative and relevant		Digital media or visual displays are <b>informative and relevant</b>



## DELIVERY

The ability to communicate knowledge and thinking orally.

		EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Presentation Skills	With supports...  <b>Voice is mostly difficult to hear</b>  <b>Mostly looks down or away</b>  <b>May move, sway, or jiggle during the presentation, distracting the audience</b>	With supports...  Voice is <b>sometimes</b> easy to hear  Makes eye contact <b>periodically</b> with the audience  <b>Sometimes</b> maintains appropriate movement and posture		Voice is <b>mostly</b> easy to hear  Makes eye contact with the audience in a <b>majority</b> of the presentation  <b>Mostly</b> maintains appropriate movement and posture		Demonstrates a command of <b>most</b> aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing		
	Interaction with Audience With supports, <b>attempts</b> to provide a response to questions; <b>may not respond</b>	With supports, provides an <b>indirect</b> or <b>partial</b> response to <b>some</b> questions		With supports, provides a <b>direct</b> response to questions		Provides a <b>direct</b> response to questions		