



Oral Communication Rubric, Elementary School (5th 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 – 5th Grade Note:

Effective oral communication looks similar at the middle school and elementary level, although the sophistication of the topics discussed will change, as will the sophistication of student communication. In addition, the 5th grade rubric focuses on a slightly smaller set of indicators: the “affect” and “fluid speaking” indicators were removed, as those are more appropriate for older oral communicators.



Interpersonal Communication

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

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



PRESENTATION

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Clarity	Central message is unclear or unstated		Central message can be deduced but may not be explicit		Mostly presents a central message Presents a central message with a few lapses		Presents a central message
Evidence	Draws on facts, experience, or research in a minimal way Demonstrates limited understanding of the topic		Draws on facts, experience, and/or research inconsistently Demonstrates an incomplete or uneven understanding of the topic		Draws on facts, experience, and/or research with minor lapses Demonstrates an understanding of the topic with few lapses		Draws on facts, experiences and research to support central message Demonstrates an understanding of the topic
Organization	A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning		Inconsistencies in organization detract from audience understanding of line of reasoning		Organization makes reasoning generally clear to follow		Organization and use of transitions reveals the line of reasoning
Use of Digital Media / Visual Displays	Digital media or visual displays are confusing, extraneous, or distracting Demonstrates a minimal command of the facts or understanding of the topic		Digital media or visual displays are somewhat informative and relevant Demonstrates a partial command of the facts or understanding of the topic		Digital media or visual displays are mostly informative and relevant Demonstrates a command of the facts or understanding of the topic with some lapses		Digital media or visual displays are informative and relevant Demonstrates a command of the facts and understanding of the topic with minor lapses



DELIVERY

The ability to communicate knowledge and thinking orally.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
Language Use	Uses language and style that is unsuited to the purpose, audience, and task		Uses language and style that is sometimes unsuited to the purpose, audience, and task		Uses language and style that is mostly suited to the purpose, audience, and task		Uses appropriate language and style that is suited to the purpose, audience, and task
Presentation Skills	Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed		Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing		Demonstrates a command of most aspects of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing		Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, language fluency , clear and audible voice, and appropriate pacing
Interaction with Audience	Provides a vague response to questions		Provides an indirect or partial response to questions		Provides a direct response to questions		Provides a direct and complete response to questions