**Rubric for Listening– Grade 10A Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Ideas and Information** | **Organize and share ideas acquired** | You deeply understand what you hear and are able to clearly and creatively express your ideas about the text. | You make sense of what you hear and are able to clearly express your ideas about the text. | You make sense of some of what you hear and with help are able to express your ideas about the text. | With much cuing, you make sense of some of what you hear and are beginning to be able to express your ideas about the text. Think about what good listeners do. |
| **Ask relevant questions** | You ask insightful questions that clearly pertain to the topic you heard. | You ask questions that clearly pertain to the topic you heard. | With support you ask questions that pertain to the topic you heard. What else do you want/ need to know? | With much support and cuing, you are beginning to ask questions that pertain to the topic you heard. Think about the questions others ask and use them to help you think of your own questions. |
| **Identify attitudes and beliefs and compare to other texts** | You easily identify the attitudes and beliefs of the speaker and can clearly and distinctly relate them to other passages you’ve heard. | You identify the attitudes and beliefs of the speaker and can relate them to other passages you’ve heard.  | With help you identify some attitudes and beliefs of the speaker and can relate them to those in other passages you’ve heard. | With much support and cuing you identify some of the attitudes and beliefs of the speaker and with help can begin to relate them to other passages you’ve heard. How does what people say tell us about them? |
| **Identify purpose** | You clearly and easily identify explicit and implicit purpose of the text for the speaker. You look beyond the obvious and think about how their purpose for speaking relates to your purpose for listening. | You identify the purpose of the text for the speaker. | With help you identify the purpose the text for the speaker. | With much help and cuing, you are just beginning to identify the purpose of the speaker for the text. Why did the speaker choose to say what s/he said? Who were they trying to reach? |
| **Text structures and features** | **Readiness for listening (concentrating, focusing, filtering)** | You demonstrate deep concentration, intense focus and expected filtering behaviours when listening.  | You demonstrate adequate concentration, focus and filtering behaviours when listening.  | With reminders you demonstrate concentration, focus and filtering behaviours when listening.  | You are having trouble demonstrating concentration, focus and filtering behaviours when listening. Let’s review what good listeners do.  |
| **Recognize organization**  | You clearly and easily recognize how the speaker organizes the message for the desired impact on the audience, and are able to compare techniques to how other speakers have organized in other situations. | You recognize how the speaker organizes the message for the desired impact on the audience. | With help you recognize some features of organization used by the speaker for the best impact on the audience. Think about how speaking is unique and how it is organized. | You need help to recognize how the speaker organizes the message for the best impact on the audience. Think about how you organize your words and thoughts to help others understand your message.  |
| **Apply language cues and conventions** | You deeply and intuitively apply verbal and nonverbal cues and conventions used to receive a variety of messages. | You apply verbal and nonverbal cues and conventions used to receive a variety of messages. | With assistance you apply verbal and nonverbal cues and conventions used to receive a variety of messages. How can you further ready yourself to listen to oral texts? | With much assistance and guidance you apply some basic verbal and nonverbal cues and conventions used to convey a variety of messages. Watch for body language, facial expressions, tone, inflection and other cues that help clarify the message. |
| **Respond to and analyze texts** | **Analyze implicit and explicit messages** | You deeply and intuitively understand the intentions of implicit and explicit messages. | You listen critically to identify and understand the intentions of implicit and explicit messages. | With guidance and cuing you identify and understand some of the intentions of implicit and explicit messages. How can you listen beyond the obvious? | You are having trouble identifying implicit and explicit messages. Let’s talk about how speakers sometimes hint without saying. If you were retelling this to someone else, what would be the important parts? |
| **Analyze viewpoints, beliefs and attitudes** | You demonstrate deep understanding of viewpoints, beliefs and attitudes expressed by a speaker and compare and contrast these to those of other speakers. | You demonstrate understanding of viewpoints, beliefs and attitudes expressed by a speaker. | With help you demonstrate understanding of some viewpoints, beliefs and attitudes expressed by a speaker. Listen to the text again if you can and discuss this with others. | You are having trouble identifying viewpoints, beliefs and attitudes expressed by a speaker. Get help with understanding how these affect the message. Learn a little more about the speaker. This may help you with this part. |
| **Analyze concepts** | You deeply and intuitively connect the information you hear to understand and bring meaning to the bigger concepts implied. | You connect the information you hear to understand and bring meaning to the bigger concepts implied. | With assistance you connect some of the information you hear to understand and bring meaning to the bigger concepts implied. What are the big ideas shared? | You need much help to connect the information you hear to bring meaning to the bigger concepts implied. Let’s look at putting this on a visual organizer so that you can **see** the connections. |
| **Evaluate credibility and logic** | You intuitively and confidently evaluate the credibility and logic of a text based on how the information has been presented. | You evaluate the credibility and logic of a text based on how the information has been presented. | With guidance you somewhat evaluate the credibility and logic of a text based on how the information has been presented. How do you know if something is credible? | You understand that not all text is credible and logical, but you need much assistance with evaluating credibility and logic. Let’s talk about what might make us suspicious about a text. |
| **Explore understanding information, ideas and opinions of others.** | You interact respectfully and insightfully with others to seek understanding of their expressed information, ideas and opinions. | You interact respectfully with others to seek understanding of their expressed information, ideas and opinions. | With help, you interact respectfully with others to seek understanding of their expressed information, ideas and opinions. | With cuing and guidance you interact respectfully with others to seek understanding of their expressed information, ideas and opinions. Let’s discuss some good questions to ask that help with this. |
| **Analyze overall effectiveness** | You draw numerous and varied conclusions about the overall effectiveness of a text and provide insightful reasons for those conclusions. | You draw conclusions about the overall effectiveness of a text and provide reasons for those conclusions. | With assistance you draw some conclusions about the overall effectiveness of a text and with provide some reasons for those conclusions. Really consider what makes a text effective? | With much help you can make simple statements about the overall effectiveness of a text and provide some reasons for those statements. Let’s work at expanding the depth of your statements. |

**Feedback:**