**ELA10B Listening rubric 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** | **Paraphrase** | You deeply understand what you hear and are able to clearly and creatively express the ideas and information presented in the text. You know how to paraphrase without sharing too much or too little. | You make sense of what you hear and are able to clearly express the main ideas and information presented in the text. | You make sense of some of what you hear and with help are able to express your understanding of the ideas and information presented in the text. How do we recognize a main idea? How much is too much and too little when we paraphrase? | With much cuing, you make sense of some of what you hear and are beginning to be able to express the main ideas of the text. Think about what good listeners do in order to gather information while they are hearing it. Review what it means to paraphrase. |
| **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. |
| **Distinguish fact from opinion** | You show a well-developed understanding of fact and opinion and how it connects to purpose. You cite examples of each and state reasons for why they existed in what you heard. | On your own, you are able to identify examples of fact and opinion. You do not confuse the two. | With some help, you are able to identify some examples of fact and opinion in what you hear. Think about how this connects to purpose of the speaker. What do you do when you aren’t sure? | You are having trouble distinguishing fact from opinion in what you hear. Before you listen, think about why the speaker is speaking. What is his/ her intent? How will this affect what they share? |
| **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 including transitions** | 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 techniques for transitioning and can assess their success. | You recognize how the speaker organizes the message for the desired impact on the audience and how he or she transitions from one idea to the next. | 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. How do speakers move from one idea to the next? | You are having trouble recognizing 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. What do we mean by transitions? When do they usually occur? |
| **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 can assess the success of these intended messages in what you hear. | 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. |
| **Identify and analyze persuasive techniques** | You show a well-developed understanding of persuasive techniques and can analyze their presence in what you hear. You go on to assess their effectiveness and can make suggestions for increased persuasiveness. | On your own, you can identify and analyze persuasive techniques used by the speaker. You support your analysis with explanations. | With help, you can identify and analyze some of the persuasive techniques used by the speaker. Look a little deeper at all aspects of the presentation. Think about organization, tone and detail so you can support your ideas more fully. | You are having trouble identifying and analyzing persuasive techniques. How do speakers persuade you to believe what they believe and do what they think you should do? Listen a second time and think about this aspect of their speech. |
| **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:**