**Rubric for Listening – ELA 20 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** | **Summarize or paraphrase main idea and supporting details** | You deeply understand what you hear and are able to clearly and creatively express the main ideas and supporting details 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 key supporting details presented in the text. | You make sense of some of what you hear and with help are able to express your understanding of the main ideas and some supporting details 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. |
| **Identify key allusions and symbols** | You easily recognize and deeply understand the meaning and purpose of allusions and symbols in the text from a variety of cultures and can relate these to other listening experiences. | You recognize and understand allusions and symbols in the text from a variety of cultures. You are able to explain how the message is impacted by these techniques. | With assistance you recognize and understand some allusions and symbols in the listening text. Review how aspects of texts can represent aspects of the message in a non-literal way. | You need much help to recognize and understand allusions and symbols in a text. See me for help with recognizing implied ideas.  |
| **Ask relevant questions** | You ask insightful questions that clearly pertain to the topic you heard. Your questions further the understanding of the audience and perhaps, even the speaker. You know when and how to ask questions. | You ask questions that clearly pertain to the topic you heard. Your questions further your understanding and are asked at an appropriate time. | With support you ask questions that pertain to the topic you heard. What else do you want/ need to know? How can you prepare yourself to ask questions? | 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. Find a way to record your thoughts as they occur to you. |
| **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 in what you hear. 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** | **Demonstrate cultural protocols for listening** | You can demonstrate First Nations, Métis, and other cultures’ protocols for listening and explain the reason for these protocols. You are able to apply them consistently. | You can demonstrate the First Nations, Métis, and other cultures’ protocols for listening. | With some reminders, you can demonstrate some of the First Nations, Métis, and other cultures’ protocols for listening. | You are having trouble demonstrating the First Nations, Métis, and other cultures’ protocols for listening. Where can you learn more about these protocols? Explore why protocols exist. |
| **Demonstrate readiness for listening** | You demonstrate deep concentration, intense focus and expected filtering behaviours when listening.  | You demonstrate adequate concentration, focus and filtering behaviours when listening. You concentrate, focus and attend. | 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 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? |
| **Analyze structure and style to support purpose** | You easily and clearly explain how literary qualities and conventions suit the topic and purpose of the writer. You are able to draw comparisons to other works and evaluate their effectiveness.  | You explain how a variety of literary qualities and conventions suit the topic and purpose of the writer. | With help you explain how some literary qualities and conventions suit the topic and purpose of the writer. Make sure you understand all possibilities for literary qualities and conventions. | You need much help to explain how a variety of literary qualities and conventions suit the topic and purpose of the writer. Let’s review some examples from multiple texts and compare and contrast. |
| **Respond to and analyze texts** | **Show willingness to be open to ambiguity and multiple perspectives and interpretations** | You are willing and enthusiastic about engaging in a deeper exploration of the topic presented. You engage others in the information presented, seeking alternative interpretations and perspectives.  | You show a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation of the text listened to. | With help, you show some willingness to explore other perspectives about what you heard. Continue to explore how others think and feel about the information shared. This deepens your own understanding. | You are having trouble showing willingness to explore other perspectives about what you heard. Practice active listening when discussing the viewpoints of others. Adopt an open attitude and avoid being defensive. |
| **Analyze and evaluate explicit and implicit messages, viewpoints, theme and tone** | You deeply and intuitively understand the intentions of implicit and explicit messages. You can assess the degree to which the theme and tone further the messages or not. You support your ideas fully. | You listen critically to identify and understand the intentions of implicit and explicit messages. You can analyze the theme and tone of the text as it relates to the message. | With guidance and cuing you identify and understand some of the intentions of implicit and explicit messages. How can you listen beyond the obvious? What is the theme of this text? What is the tone? How do these factors impact the messages? | You are having trouble identifying implicit and explicit messages, theme and tone. Let’s talk about how speakers sometimes hint without saying. If you were retelling this to someone else, what would be the important parts? How did it feel to listen to this 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 viewpoints, biases and validity of ideas** | You intuitively and confidently evaluate the validity, viewpoints and biases of a text based on how the information has been presented. You support your thoughts with insightful examples and can make suggestions for alternatives. | You evaluate the viewpoints, biases and validity of the ideas you hear based on how the information has been presented. You support your evaluation with strong examples from the text. | With guidance you somewhat evaluate the viewpoints, biases and validity of a text based on how the information has been presented. How do you know if something is credible? How do you recognize a bias? | You understand that not all text is credible and logical, but you need much assistance with evaluating viewpoints, biases and validity. Let’s talk about what might make us suspicious about a text. How does the author’s viewpoint impact their message? Why is validity so important to recognize as a listener? |
| **Organize and share ideas through a variety of means** | You deeply understand what you hear and are able to clearly and creatively express your personal ideas about the text using a wide variety of creative means. You show strong empathy for both the speaker and the listeners as well as the topic. You can offer a critical analysis and fully support your ideas. | You make sense of what you hear and are able to clearly express your personal ideas about the text in multiple ways (written or graphic organizers or digital means). You show empathy and are able to be critical when necessary. | You make sense of some of what you hear and with help are able to express your personal ideas about the text. Continue to explore ways to share what you know with others. Think about why you are sharing. Think about the perspectives and viewpoints of all involved. Really dig deep in your response. | With much cuing, you make sense of some of what you hear and are beginning to be able to express your personal ideas about the text. Think about what good listeners do. How can we share our ideas? What does it mean to show empathy? |
| **Follow spoken instructions** | You can follow spoken instructions of increasing complexity to perform specific tasks, to answer questions, or to solve problems. You can further apply your understanding to assisting others when needed. | You can follow spoken instructions to perform specific tasks, to answer questions, or to solve problems. | With some prompting, you can follow many spoken instructions to perform specific tasks, to answer questions, or to solve problems. Continue to work on keeping track of what you heard, so you can refer back when necessary, on your own. | You are having trouble following spoken instructions. What are the skills you need to get ready to listen? How can you record instructions for future reference?  |
| **Listen to, analyze and compare different presentation on the same ideas and issues** | You can compare, analyze and assess different presentations on the same ideas and issues. You can draw comparisons that are insightful and unique, supporting your ideas with thought-provoking examples and details. You can determine the impacts of the various presentations. | You can compare and analyze different presentations on the same ideas and issues. You support your analysis with relevant and clear evidence and examples.  | With some help, you can compare and analyze different presentations on the same ideas and issues. Continue to work on supporting your ideas with strong evidence from the texts.  | You are having trouble comparing and analyzing different presentations on the same ideas and issues. Perhaps a graphic organizer (Venn diagram, chart) would help you to clarify your thinking. Explore all the aspects that could be used for a comparison (message, techniques, etc.) |
| **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:**