**Rubric for Listening – ELA 30B 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 and can relate these to other listening experiences. | You recognize and understand allusions and symbols in the text. 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. Be clear about the vocabulary. |
| **Identify the purpose of the listening task and set goals.** | You are able to identify the purpose of listening, set goals and actions, and make connections between your purpose and the purpose for the speech itself.  | You are able to explain the purpose you hold for listening and share the goals you hope to achieve from your listening and the actions you will take to be successful.. | You can identify your purpose for listening and explain simple goals you hope to achieve from listening. Expand on your goals to include actions you will take to be successful. | You are having trouble sharing why you are listening and what you hope to achieve. Be clear about the expectations and ask for assistance if you are unsure. |
| **Evaluate and verify facts and arguments and identify logical fallacies** | You show a well-developed understanding of fact and opinion and how they connect to purpose. You were able to determine the degree of truth to statements made and state reasons for why they existed in what you heard. | On your own, you are able to evaluate and verify facts and arguments and identify logical fallacies. You have strategies for determining fact from opinion and/or logical fallacies. | With some help, you are able to identify examples of fact and opinion in what you hear. What about when the difference isn’t as clear? How does this connect to purpose of the speaker. What do you do when you aren’t sure? | You are having trouble distinguishing fact from opinion or logical fallacy in what you hear. Before you listen, think about why the speaker is speaking. What is his/ her intent? How will this affect what and how they share? |
| **Text structures and features** | **Identify and analyze the effect of artistic elements** | You can analyze and assess the degree to which artistic elements (imagery, language, rhetorical devices and character development) impact both the message and the listener. You support your ideas fully and can even recommend ways to enhance the artistic elements. You can offer detailed evidence to support the memorable qualities of famous speeches. | On your own, you can identify and analyze the effect of artistic elements (imagery, language, rhetorical devices, character development) on the listener and the message of the text. You can apply your understanding to significant speeches in history and determine what made them memorable. | You can identify artistic elements in a text and begin to analyze how they affect the listener and the message. Continue to look for more examples and consider why the author may have made the choices he or she did. Support your ideas fully. | You are having trouble identifying artistic elements within the text. What is imagery? Character development? Rhetorical devices? What language choices did the speaker make? Practice recognizing artistic elements and then begin to consider why the speaker made the choices he or she did. |
| **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? |
| **Respond to and analyze texts** | **Analyze and evaluate explicit and implicit messages, values, 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, values 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 values, 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? What values are shared? How do these factors impact the messages? | You are having trouble identifying implicit and explicit messages, values, 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? |
| **Distinguish between emotional appeal and reasoned argument** | You show a well-developed understanding of the use of both emotional appeal and reasoned argument and can analyze their presence in what you hear. You go on to assess their effectiveness as related to the speaker’s purpose and can make suggestions for increased impact. | On your own, you can distinguish between emotional appeal and reasoned argument. You support your analysis with explanations. | With help, you can identify and analyze some examples of emotional appeal and reasoned argument used by the speaker. Look a little deeper at all aspects of the presentation. Think about the purpose of the speech so you can support your ideas more fully with examples of each. | You are having trouble identifying and analyzing emotional appeal and reasoned argument. 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 these aspects of the 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 recognize how these factors may be intended to affect the audience. You support your thoughts with insightful examples and can make suggestions for alternatives. | You analyze the viewpoints, biases and validity of the ideas you hear based on how the information has been presented. You can determine possible persuasive techniques. 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? How do you know when an attempt is being made to persuade> | 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? |

**Feedback:**