**Grade 3: Listening (Formal and Informal) 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 & Information** | Main Ideas |  You are able to listen and retell the main ideas. You demonstrate your understanding of the topic with further connections. | You are able to listen and retell the main ideas.  |  At times you are able to listen and retell some of the main ideas. |  Think: What are the main ideas? What strategies can you use to help you identify the main ideas?  |
| Supporting Details  |  Wow! You were able to listen very carefully and retell all of the supporting details. |  You are able to listen and identify the supporting detail. |  At times you are able to listen and identify the supporting details. |  T Think: What are the important details from what you have heard from the speaker? |
|  Follow and Explain Multi Step Directions Independently  |  You were able to follow and explain multi-step directions accurately independently. You are able to explain why. |  You were able to follow multi-step directions accurately independently. |  You were able to carry out some of the related directions accurately. What do you need to do in order to hear and carry out all of the directions? |  Think: What listening strategies will help you to hear and then carry out the directions? |
| **Text Structures and Features** |  Interprets & RespondsTo Speaker’s Non-verbal Cues | Wow! You were able to respond to the speaker’s non-verbal cues and make inferences about the speaker’s message. | You responded appropriately to the speaker’s non-verbal cues, including facial expressions and gestures. | You needed to be reminded of how to respond appropriately to the speaker’s non-verbal cues. | Think: Can you identify how the speaker got your attention? What non-verbal cues did the speaker use? How could you respond to the speaker? |
| Poetic Effect | Wow! You are able to identify simple and complex effects in oral language. | You are able to identify simple poetic effects in oral language.  | You are able to identify some simple poetic effects in oral language. | T Think: Can you hear rhymes, repeated sounds, or instances of onomatopoeia and alliteration? |
| **Respond to and Analyze Texts** |  Compare Different Ideas and Point of View |  You know how to listen closely and compare different ideas and points of views from speakers. You are able to categorize the similarities and differences between the speakers. |  You can compare different ideas and points of view from different speakers.. |  Good start! You are beginning to compare different ideas and points of view from different speakers. |  Think: How are speakers different? What is the speaker’s point of view? Do you understand what point of view is?  |
|  Distinguish between fact and opinion | By giving complete and thoughtful evidence and explanation, you are able to distinguish clearly between the fact and opinion and even elaborate on the connection to the message. | By giving some evidence and explanation, you are able to distinguish what fact is and what opinion is. | You are beginning to see that fact can be proven and opinion is a viewpoint. Look for evidence to support this distinction. | Fact can be proven, whereas opinion is a viewpoint. What evidence would support this distinction? |
|  Ex plain connections made between texts heard | Can make to the world and provide evidence. | Can make connections and explain meaningfully between two given texts. | You are beginning to make connections and need to look for evidence to explain your connection meaningfully. | Think: What did you hear? Have you heard, seen, or read this before? |

**Feedback:**