**Rubric for Listening– Grade 6 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** | **Identify and Summarize Main Idea**  **(Paraphrase)** | You demonstrate a significant recall and clear understanding of ideas, concepts, and/or information | You demonstrate a good recall and clear understanding of ideas, concepts, and/or information | You are able to recall parts of the ideas, concepts, and/or information. What listening strategies and behaviors would help you to gain further understanding? | What listening strategies and behaviors would help you to recall and understand the main idea of what you heard? |
| **Identify Supporting Details** | Wow! You are able to identify all of the supporting details. | You are able to identify most of the supporting details. | You are able to identify some of the supporting details. Make notes to help you recall and identify important details. | Engage in active listening behaviors. Make notes to help you recall and identify important details. |
| **Differentiate Between Fact (Verifiable) and Opinion** | By giving complete and thoughtful evidence and explanation, you are able to distinguish clearly between the two. | 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? |
| **Interpret Verbal and Non-verbal Messages, Purposes, and Perspectives** | Your engagement in the listening activity allows you to pick up on all the important cues and anticipate what is coming next. | You are able to tune in to the important cues and anticipate what is coming next. | Stay engaged throughout the presentation, in order to tune in to the important cues that will help you anticipate what is coming next. | When you engage in active listening behaviors, you will be able to tune in to the important cues to anticipate what is coming next. |
| **Text Structures and Features** | **Evaluate Method and**  **Presentation** | You can explain how the key techniques are used to achieve an affect.  You have a deep understanding of the unique structure and features of speech and how to listen effectively to gain the message. | You recognize the key techniques used to achieve an effect.  You have a clear understanding of how speech uniquely delivers a message. | You know some of the techniques that were used. How did they create an effect?  With assistance, you understand speech and how to listen well for the message. More time could be spent anticipating the features of speech in order to listen more effectively | What are some of the techniques used to engage the listener?  How does this impact the message?  Even with assistance, you are struggling a little to understand how speech is organized and how to listen well for the intended purpose. Much more time needs to be spent clarifying why you are listening. |
| **Respond to and analyze texts** | **Ask questions** | You are asking insightful questions that not only deepen understanding, but provoke more thought. | You are asking meaningful and relevant questions to deepen your understanding. | You are starting to ask questions. What other questions can you ask to clarify your understanding and/or to make the information more clear?? | What questions can you ask to clarify your understanding and to make the information more clear? |
| **Analyze**  **Message/Presentation** | You are able to explain your viewpoint in depth in response to the presentation. | You are able to formulate your own position or point of view in response to the presentation. | You seem unsure of the theme or message of what you have heard. You needed some help clearly recognizing these elements in order to formulate your own opinion and/or point of view. | Think about your own position or point of view in response to the presentation. What did you like? What didn’t you like? Explain why? |
| **Evaluate/Draw Conclusions** | You can provide a thoughtful interpretation and give reasonable evidence to support it. | You are able to draw conclusions about presenter’s stance and/or values and message. | You are starting to use some of the clues (facts, details) to make a decision about what you’ve heard. | Make a decision after thinking about all that you have heard. Ask, “How can I use all the facts and details to make a decision about the information?” |

**Feedback:**