

**Burrillville High School  
School-Wide Rubric**

Expectation:	2. Communicate information clearly and effectively using a variety of 21st Century skills
Sub-Expectation	2.3 Speak, listen and interpret effectively
Requirement:	During the completion of a performance based assessment student utilizes both speaking and listening skills to interpret information effectively.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CRITERIA</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Needs More Work</b>	<b>Needs More Instruction</b>
<b>Interactive Listening (Following directions)</b>	Follows clear multi-step instructions; seeks clarifications when necessary; and anticipates or makes inferences from these instructions. Generalizes instructions.	Usually follows clear multi-step instructions; seeks clarification when needed; and anticipates or makes inferences from these instructions. (C, OC 1.1)	Sometimes follows clear multi- step instructions, but generally needs them repeated and only occasionally anticipates or makes inferences from these instructions	Rarely follows multi-step instructions; often requires assistance or needs to have them repeated before attempting to carry them out.
<b>Interactive Listening (Initial Understanding)</b>	Thoroughly demonstrates the ability to summarize, paraphrase, question or contribute to information presented..	Demonstrates the ability to summarize, paraphrase, question or contribute to information presented. (C, OC 1.2)	Partially demonstrates the ability to summarize, paraphrase, question or contribute to information presented..	Fails to demonstrate the ability to summarize, paraphrase, question or contribute to information presented..
<b>Interactive Listening (Analysis &amp; Interpretation)</b>	Identifies the thesis of a presentation and thoroughly determines the essential elements of elaboration, and interprets or evaluates the message.	Identifies the thesis of a presentation and determines the essential elements of elaboration, and interprets or evaluates the message. (C, OC1.3)	Partially Identifies the thesis of a presentation and/or determines the essential elements of elaboration, and/or interprets or evaluates the message.	Fails to identify the thesis of a presentation and/or determine the essential elements of elaboration, and/or interpret or evaluates the message.
<b>Interactive Listening (Working in groups and coming to consensus)</b>	Actively participates in large or small group discussions, consistently showing respect for a range of individual ideas, and effectively working to reach consensus to solve a problem, make a decision, or achieve a goal.	Participates in large or small group discussions, showing respect for a range of individual ideas, and working to reach consensus to solve a problem, make a decision, or achieve a goal. (C, OC 1.4, OC 1.5)	Participates to a small degree in large or small group discussions, sometimes showing respect for a range of individual ideas, and somewhat working to reach consensus to solve a problem, make a decision, or achieve a goal.	Fails to participates in large or small group discussions, fails to show respect for a range of individual ideas and/or does not work to reach consensus to solve a problem, make a decision, or achieve a goal.

<b>Oral Presentation (Focus and Language)</b>	Maintains a consistent focus or thesis and uses effective language appropriate to audience, context, and purpose.	Maintains a consistent focus or thesis and uses language appropriate to audience, context, and purpose. (C, OC 2.1, OC 2.2)	Attempts to maintain a focus or thesis and sometimes uses language appropriate to audience, context, and purpose.	Fails to maintain a focus or thesis and/or use language appropriate to audience, context, and purpose.
<b>Oral Presentation (Organization and Support)</b>	Exhibits logical organization including smooth transitions, supporting a thesis with well-chosen and exact details, and provides a coherent conclusion with future action.	Exhibits logical organization including smooth transitions, supporting a thesis with well-chosen details, and provides a coherent conclusion. (C, OC 2.1, OC 2.3)	Exhibits weak organization and/or transitions, weak support of a thesis with few well-chosen details, and tries to provide a coherent conclusion.	Exhibits little or no organization with no transitions, fails to support a thesis with inappropriate details, and provides no coherent conclusion..
<b>Oral Presentation (Strategies of Address)</b>	Uses a wide variety of strategies of address impressively (e.g. eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas	Uses a variety of strategies of address effectively (e.g. eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas (C, OC 2.5)	Uses some strategies of address effectively (e.g. eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas	Fails to uses most strategies of address effectively (e.g. eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas
<b>Oral Presentation (Technology)</b>	Effectively uses tools of technology to enhance message.	Uses tools of technology to enhance message. (C, OC 2.6)	Improperly uses tools of technology to enhance message.	Fails to use tools of technology to enhance message.
<b>Oral Presentation (Responding)</b>	Effectively responds to audience questions and feedback with elaboration	Effectively responds to audience questions and feedback (C, OC 2)	Ineffectively responds to audience questions and feedback.	Fails to respond to audience questions and feedback

Adapted from Teaching and Learning Solutions