Grade 3 Speaking Rubric

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 - Beginning
Context **CC3.1 Compose and create a range of visual, multimedia, oral and written texts that explore: identity, community, social responsibility and make connections across areas of study.** (c) Create oral texts that include: • A main idea with supporting details, explanations, and examples • A beginning, middle and end • Appropriate use of language and conventions	Creates **original, thoughtful and/or precise** oral texts that explore identity, community and social responsibility and include: • main idea(s) with **in-depth** details, explanations, and examples • an **intriguing** beginning that introduces the topic • a middle that is **skilfully** sequenced and connected to the topic • an **interesting** ending	Creates a range of oral texts that explore identity, community and social responsibility and include: • main idea(s) with supporting details, explanations, and examples • a beginning that introduces the topic • a middle that is sequenced and connected to the topic • an ending	Creates **general, basic and/or simple** oral texts that explore identity, community and social responsibility and include: • main idea(s) with **predictable** details, explanations, and examples • a **predictable** beginning that introduces the topic • a middle that is **partially** sequenced and connected to the topic • a **predictable** ending .	Creates **limited, or unfocused** oral texts that explore identity, community and social responsibility and include: • main idea(s) with **vague or repetitive** details, explanations, and examples • an **ineffective** beginning that may or may not introduce the topic • a middle that is **inaccurately** sequenced and may not be connected to the topic • an **ineffective** ending, or no ending
Message **CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.** (d) Organize and present ideas chronologically or around major points of information. (e) Provide a beginning, a middle, and an end and include concrete details that develop a central idea and link words to organize and present their ideas. (f) Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea. (g) Make narrative presentations, providing a context for an incident and insight into why the selected incident is memorable, and include well-chosen details to develop character, setting, and plot.	**Skillfully** organize and present ideas chronologically or around major points of information. • provide a beginning, a middle, and an end • include concrete details that develop a central idea • link words to organize and present their ideas. Makes **intriguing** narrative presentations: • providing a context for an incident • insight into why the selected incident is memorable, • include well-chosen details to develop character, setting, and plot.	Organize and present ideas chronologically or around major points of information. • provide a beginning, a middle, and an end • include concrete details that develop a central idea • link words to organize and present their ideas. Makes narrative presentations: • providing a context for an incident • insight into why the selected incident is memorable, • include well-chosen details to develop character, setting, and plot.	**Simplistically o**rganize and present ideas chronologically or around major points of information. • provide a beginning, a middle, and an end • include concrete details that develop a central idea • link words to organize and present their ideas. Makes **simplistic** narrative presentations: • providing a context for an incident • reason(s) into why the selected incident is memorable, • include details to develop character, setting, and plot.	**Limited o**rganization and presentation of information. • provide a beginning, a middle, and/or an end • include details that develop an idea • may link words to organize and present their ideas. Makes **vague** narrative presentations: • may provide a context for an incident • may provide a reason into why the selected incident is memorable, • may include details to develop character, setting, and/or plot.

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Use of Strategies CC3.3 (b) Selects and uses appropriate strategies (before, during, and after) to communicate meaning when speaking.	**Purposefully and insightfully** uses appropriate strategies (before, during and after) to communicate meaning when speaking. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • confers with others • polishes work • shares work • considers feedback	Selects and uses appropriate strategies (before, during and after) to communicate meaning when speaking. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • confers with others • polishes work • shares work • considers feedback	**Inconsistently and simplistically** uses appropriate strategies (before, during and after) to communicate meaning when speaking. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • confers with others • polishes work • shares work • considers feedback	**Rarely and vaguely** uses appropriate strategies (before, during and after) to communicate meaning when speaking. **Before** • uses prior knowledge & experience • is aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • confers with others • polishes work • shares work • considers feedback
CC3.3 (j) Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.	**Precisely and purposefully** plans and presents, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.	Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.	**Simplistically** plans and presents, with some attention to diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.	**Limited planning and**/or **confusing presentation**, with some attention to diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.
Cues & Conventions CC3.3 (c) Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when speaking. (i) Read prose, scripts, and poetry including First Nations and Métis texts aloud with fluency, expression, and appropriate pace, using intonation and vocal patterns to emphasize important ideas and passages of the text being read.	• language is **well chosen** for purpose & audience • voice, tone, volume and gestures are **richly developed** for purpose • flow of composition is **effective** • topic is **effectively maintained** throughout composition • details are **vivid** • complete sentences include both simple and complex structures in a **skillful manner** • sentences vary in length in a **skillful manner** • word choice is **innovative** for the type of composition • **deliberately** uses pauses effectively for emphasis	• language is straight forward and appropriate for purpose & audience • voice, tone, volume and gestures are **appropriate** for purpose • flow of composition is **logical** • topic is **maintained** throughout composition • details are **specific** • complete sentences include both **simple and complex structure** • sentences **vary in length** • word choice is **meaningful** for the type of composition • uses pauses effectively for emphasis	• language is acceptable and **basic** for purpose & audience • **attempts to use** voice, tone, volume and gestures for purpose • flow of composition is **predictable** • topic is **partially** maintained throughout composition • details are **simplistic** • complete sentences are of **simple** structure • **little variance** in sentence length • word choice is **simplistic** for the type of composition • **attempts to** use pauses for emphasis	• language is **unclear or inappropriate** for purpose & audience • **inconsistent and/or inappropriate** voice, volume, tone, and/or gestures for purpose • flow of composition is **disconnected** • topic is **confusing** throughout composition • details are **undeveloped** • sentences are **incomplete** • sentences are run-on or the same length • word choice is **limited** for the type of composition • **little or no** use of pauses for emphasis

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