



## Rubric for Oral Communication (continued)

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<ul style="list-style-type: none"> <li>inquiry skills (e.g., formulating questions, planning, selecting strategies and resources, analyzing, interpreting and assessing information; forming conclusions)</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>explains personal opinions, and formulates and supports judgements. (OC5)</li> <li>uses specific research skills (e.g., data gathering, note taking, outlining) in preparing an assignment. (R5)</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>applies few of the skills involved in an inquiry process.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>applies some of the skills involved in an inquiry process.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>applies most of the skills involved in an inquiry process.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>applies all or almost all of the skills involved in an inquiry process.</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>communication of information and ideas</li> <li>use of language</li> <li>communication for different audiences, using various forms</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>presents orally using correct pronunciation and intonation, and body language and other non-verbal cues, to clarify and enhance a message. (OC12)</li> <li>uses language effectively to convey meaning. (OEOC4)</li> <li>uses form of presentation (debate, dialogue, speech) to effectively communicate with audience. (OC4, 6, 7)</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>communicates information and ideas with limited clarity.</li> <li>uses language with limited accuracy and effectiveness.</li> <li>communicates with a limited sense of audience and purpose.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>communicates information and ideas with some clarity.</li> <li>uses language with some accuracy and effectiveness.</li> <li>communicates with some sense of audience and purpose.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>communicates information and ideas with considerable clarity.</li> <li>uses language with considerable accuracy and effectiveness.</li> <li>communicates with a clear sense of audience and purpose.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>communicates information and ideas with a high degree of clarity.</li> <li>uses language with a high degree of accuracy and effectiveness.</li> <li>communicates with a strong sense of audience and purpose.</li> </ul>

## Rubric for Oral Communication (continued)

Categories	Criteria (expectation links)	Level 1	Level 2	Level 3	Level 4
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• application of knowledge and skills in familiar contexts</li> <li>• use of the language in new contexts</li> <li>• making connections (e.g., between personal experiences and the subject, between FSL and other subjects, and between FSL and the world outside the school)</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• uses specified language structures and vocabulary in familiar contexts correctly. (OC 10)</li> </ul> <p>uses language structures and vocabulary in new contexts accurately.</p> <ul style="list-style-type: none"> <li>• makes connections throughout oral presentation that go beyond scope of required material.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• uses specified language structures and vocabulary in familiar contexts with numerous errors.</li> <li>• uses language structures and vocabulary in new contexts with limited accuracy.</li> <li>• makes connections with limited effectiveness.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• uses specified language structures and vocabulary in familiar contexts with some errors.</li> <li>• uses language structures and vocabulary in new contexts with some accuracy.</li> <li>• makes connections with moderate effectiveness.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• uses specified language structures and vocabulary in familiar contexts with occasional errors.</li> <li>• uses language structures and vocabulary in new contexts with considerable accuracy.</li> <li>• makes connections with considerable effectiveness.</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• uses specified language structures and vocabulary in familiar contexts with few or no errors.</li> <li>• uses language structures and vocabulary in new contexts with a high degree of accuracy.</li> <li>• makes connections with a high degree of effectiveness.</li> </ul>

<p><b>Note:</b> This rubric is recommended for the evaluation of Oral Communication tasks that are considered suitable for High-End Formative Assessment and Summative Evaluation.</p>	<p><b>Comments/Next Steps:</b></p> <hr/> <hr/> <hr/> <p>Custom this rubric on our Web site at <a href="http://www.pearsoned.ca/school/fsl">www.pearsoned.ca/school/fsl</a></p>
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