## **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	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.	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.	Simplistically 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	Limited organization 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.
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.	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.	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.	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.	<ul> <li>Makes vague narrative presentations:         <ul> <li>may provide a context for an incident</li> <li>may provide a reason into why the selected incident is memorable,</li> <li>may include details to develop character, setting, and/or plot.</li> </ul> </li> </ul>

Use of Strategies	Purposefully and insightfully uses appropriate	Selects and uses appropriate strategies (before,	Inconsistently and simplistically uses	Rarely and vaguely uses appropriate
CC3.3	strategies (before, during and after) to	during and after) to communicate meaning when	appropriate strategies (before, during and	strategies (before, during and after) to
CC3.3	communicate meaning when speaking.	speaking.	after) to communicate meaning when	communicate meaning when speaking.
	communicate meaning when speaking.	speaking.	speaking.	communicate meaning when speaking.
(b) Selects and uses appropriate strategies (before, during, and after)			speaking.	
	Before	Before	Before	Before
to communicate meaning when speaking.				
	uses prior knowledge & experience	uses prior knowledge & experience	uses prior knowledge & experience	uses prior knowledge & experience
	aware of purpose & audience	aware of purpose & audience	aware of purpose & audience	is aware of purpose & audience
	generates/collects ideas	generates/collects ideas	generates/collects ideas	generates/collects ideas
	uses organizers to plan	uses organizers to plan	uses organizers to plan	uses organizers to plan
	During	During	During	During
	creates drafts	creates drafts	<ul> <li>creates drafts</li> </ul>	creates drafts
	self-corrects	self-corrects	• self-corrects	self-corrects
	<ul><li>uses "fix-up" strategies</li></ul>	<ul><li>uses "fix-up" strategies</li></ul>	<ul><li>uses "fix-up" strategies</li></ul>	<ul><li>uses "fix-up" strategies</li></ul>
	<ul> <li>confers with others</li> </ul>	<ul> <li>confers with others</li> </ul>	<ul> <li>confers with others</li> </ul>	<ul> <li>confers with others</li> </ul>
	Comers with others	Comers with others	Comers with others	Comers with others
	After	After	After	After
	revises content	revises content	<ul> <li>revises content</li> </ul>	revises content
	<ul> <li>revises organization and flow</li> </ul>	<ul> <li>revises organization and flow</li> </ul>	<ul> <li>revises organization and flow</li> </ul>	<ul> <li>revises organization and flow</li> </ul>
	<ul> <li>revises sentence structure</li> </ul>	<ul> <li>revises sentence structure</li> </ul>	<ul> <li>revises sentence structure</li> </ul>	<ul> <li>revises sentence structure</li> </ul>
	<ul> <li>revises word choice</li> </ul>	revises word choice	<ul> <li>revises word choice</li> </ul>	revises word choice
	<ul> <li>confers with others</li> </ul>	confers with others	<ul> <li>confers with others</li> </ul>	confers with others
	<ul> <li>polishes work</li> </ul>	polishes work	<ul> <li>polishes work</li> </ul>	<ul> <li>polishes work</li> </ul>
	shares work	shares work	shares work	shares work
	considers feedback	considers feedback	considers feedback	considers feedback
	Considers recassion	considers recassion	considers recussion	constacts recassion
CC3.3 (j) Plan and present, with clear diction, pitch, tempo, and tone,	Precisely and purposefully plans and presents,	Plan and present, with clear diction, pitch,	Simplistically plans and presents, with	Limited planning and/or confusing
dramatic interpretations of experiences, stories, poems, or plays.	with clear diction, pitch, tempo, and tone, dramatic	tempo, and tone, dramatic interpretations of	some attention to diction, pitch, tempo,	<b>presentation</b> , with some attention to
aramatic interpretations of experiences, stories, poems, or plays.	interpretations of experiences, stories, poems, or	experiences, stories, poems, or plays.	and tone, dramatic interpretations of	diction, pitch, tempo, and tone, dramatic
	plays.		experiences, stories, poems, or plays.	interpretations of experiences, stories,
	pidy51		experiences, stories, poems, or plays.	poems, or plays.
				poems, or prays.
Cues & Conventions				
CC3.3 (c) Understand and apply the suitable pragmatic, textual,	language is <b>well chosen</b> for purpose & audience	language is straight forward and appropriate	language is acceptable and basic for	language is unclear or inappropriate for
syntactical, semantic/lexical/morphological, graphophonic, and	<ul> <li>voice, tone, volume and gestures are richly</li> </ul>	for purpose & audience	purpose & audience	purpose & audience
other cues and conventions to construct and communicate meaning	developed for purpose	<ul> <li>voice, tone, volume and gestures are</li> </ul>	attempts to use voice, tone, volume and	• inconsistent and/or inappropriate voice,
when speaking.	• flow of composition is <b>effective</b>	appropriate for purpose	gestures for purpose	volume, tone, and/or gestures for purpose
	topic is effectively maintained throughout	flow of composition is logical	<ul> <li>flow of composition is predictable</li> </ul>	<ul> <li>flow of composition is disconnected</li> </ul>
( i) Read prose, scripts, and poetry including First Nations and Métis	composition	topic is maintained throughout composition	topic is partially maintained throughout	topic is <b>confusing</b> throughout composition
texts aloud with fluency, expression, and appropriate pace, using	· ·		composition	
intonation and vocal patterns to emphasize important ideas and	details are vivid     semplete centences include both simple and	details are specific     samplete centences include both simple and	1	details are undeveloped     sentences are incomplete.
passages of the text being read.	complete sentences include both simple and     complete structures in a skillful manner.	complete sentences include both simple and	details are simplistic     samplete contanges are of simple	sentences are incomplete
	complex structures in a skillful manner	complex structure	complete sentences are of <b>simple</b>	sentences are run-on or the same length
	sentences vary in length in a skillful manner	sentences vary in length	structure	word choice is <b>limited</b> for the type of
	word choice is <b>innovative</b> for the type of	word choice is <b>meaningful</b> for the type of	little variance in sentence length	composition
	composition	composition	word choice is <b>simplistic</b> for the type of	• little or no use of pauses for emphasis
	deliberately uses pauses effectively for emphasis	uses pauses effectively for emphasis	composition	
			attempts to use pauses for emphasis	
	1	<u> </u>	<u> </u>	