



Language Arts: Speaker’s Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Kindergarten

Speakers will engage in collaborative discussions, seeking clarity through questioning, building on others’ ideas and expressing their own ideas clearly to solve a problem or refine understanding.

Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can ask questions and make statements that are connected to the discussion. I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.	I can ask questions or make statements that connect to parts of the discussion.	I can ask questions or make statements that may or may not be connected to the discussion.
Active Listening and Response		I can listen and make connections.	I can listen to and repeat the ideas of others.	I can identify the speaker.
Verbals and Nonverbals		I can speak with a volume that is appropriate. I can read cues from diverse audiences to adjust my method of communication.	I can speak with a volume that is appropriate some of the time. I can read cues from diverse audiences to adjust my method of communication.	I can speak with a volume that is understandable some of the time. I can attempt to read cues from diverse audiences to adjust my method of communication.

MDE grade level benchmarks embedded explicitly in the rubric

Kindergarten

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups: (a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (b) Continue a conversation through multiple exchanges. (c) Listen to others and name emotions by observing facial expression and other nonverbal cues.(d) Follow basic oral directions.



Language Arts: Speaker’s Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 1-2				
Speakers will engage in collaborative discussions, seeking clarity through questioning, building on others’ ideas and expressing their own ideas clearly to solve a problem or refine understanding.				
Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can ask questions and make statements that are connected to the discussion. I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can ask questions or make statements that connect to parts of the discussion. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can ask questions or make statements that may or may not be connected to the discussion. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Active Listening and Response		I can listen and make connections. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can listen to and repeat the ideas of others. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify the speaker. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Verbals and Nonverbals		I can speak with a volume that is appropriate. I can read cues from diverse audiences to adjust my method of communication. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can speak with a volume that is appropriate some of the time. I can read cues from diverse audiences to adjust my method of communication. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can speak with a volume that is understandable some of the time. I can attempt to read cues from diverse audiences to adjust my method of communication. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



Language Arts: Reader’s Craft: Literature and Literary Nonfiction

Competency: Students will be able to read and critically view a variety of text types in order to learn new information and to better understand themselves, others, and the world in which they live.

Grade Level Competency: Grades 3-4

Speakers will engage in collaborative discussions, seeking clarity through questioning, building on others’ ideas and expressing their own ideas clearly to solve a problem or refine understanding.

Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can ask questions and make statements that contribute to and fit with the flow of the discussion.</p> <p>I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can ask questions and make statements that are connected to the discussion.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can ask questions or make statements that connect to parts of the discussion.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
Active Listening		<p>I can listen to make meaning, learn, and to make connections.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can listen and make connections.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	<p>I can listen to and repeat the ideas of others.</p> <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4

Verbals and Nonverbals		<p>I can speak with a volume that is appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can speak with a volume that is appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can speak with a volume that is understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>
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Language Arts: Speaker's Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 5-6:

Speakers will engage effectively in collaborative discussions, seeking clarity and information through questioning, intentionally building on others' ideas and supporting their own ideas to solve a problem or refine understanding.

Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can ask questions and make statements supported by specific evidence that contribute to and fit with the flow of the discussion.</p> <p>I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can ask questions and make statements that contribute to and may fit with the flow of the discussion.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can ask questions or make statements that are connected to the discussion.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
Active Listening and Response		<p>I can listen and my comments or feedback show I was thinking about what was shared.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can listen to make meaning, learn, and to make connections.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can listen and make connections.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>

Verbals and Nonverbals		<p>I can speak with a volume and rate that is appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can speak with a volume and rate that is appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can speak with a volume that is understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
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Language Arts: Speaker’s Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 7-8

Speakers will engage effectively in collaborative discussions, seeking clarity and information through questioning, intentionally building on others’ ideas and supporting their own ideas to solve a problem or refine understanding.

Criteria	Extending	Proficient	In Progress	Beginning
Contributions	<p>A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.</p>	<p>I can ask questions and make statements supported by specific evidence that contribute new ideas to and fit with the flow of the discussion.</p> <p>I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can ask questions and make statements supported by evidence that contribute to and may fit with the flow of the discussion.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can ask questions and make statements that contribute to the discussion.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
Active Listening and Response		<p>I can listen for new insight, even when ideas are both the same and different than my perspective.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can listen and my comments or feedback show I was thinking about what was shared.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can listen to make meaning, to learn, and to make connections.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>

Verbals and Nonverbals		<p>I can speak with a volume and rate that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are appropriate.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak with a volume and rate that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are appropriate some of the time.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak with a volume and rate that are understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are not distracting to others.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
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Language Arts: Speaker’s Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 9-10				
Speakers will initiate, engage effectively, and reflect on collaborative discussion, using insightful questioning, intentionally building on others’ ideas and effectively supporting their own ideas.				
Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can ask questions and make statements supported by specific evidence that builds on previous speakers and contributes new ideas.</p> <p>I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.</p>	I can ask questions and make statements supported by evidence that builds on previous speakers’ ideas.	I can ask questions or make statements supported by evidence that contribute to and may fit with the flow of the discussion.
Active Listening and Reasoning		While listening for new insight, I can determine strengths, limitations or potential biases.	I can listen for new insight, even when ideas are both the same and different than my perspective	I can listen and my comments or feedback show I was thinking about what was shared.
Verbals and Nonverbals		<p>I can speak with a volume, rate, and vocal variety that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture, movements and facial expressions are appropriate.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture, movements and facial expressions appropriate some of the time.</p>	<p>I can speak with a volume and rate that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are appropriate some of the time.</p>



Language Arts: Speaker’s Craft: Discussion

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Grades 11-12

Speakers will initiate, engage effectively, and reflect on collaborative discussion, using insightful questioning, intentionally building on others’ ideas and effectively supporting their own ideas.

Criteria	Extending	Proficient	In Progress	Beginning
Contributions	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can contribute substantially to the discussion with new ideas on the topic supported with relevant and specific evidence.	I can contribute to the discussion with new ideas on the topic supported with general evidence.	I can respond appropriately to other people’s questions.
Active Listening and Reasoning		<p>I can paraphrase previous contributions before building on them or challenging them.</p> <p>I can add support and evidence to others’ perspectives when I agree and appropriately cite evidence and pose questions when I disagree.</p> <p>I can judge when to speak and when to allow others to speak.</p> <p>If the discussion stalls, I can ask questions of individuals and/or the group that drive the thinking forward. If necessary, I can draw quieter individuals into the conversation to gain new perspectives.</p>	<p>I can provide contributions that are mostly in response to other people’s ideas, but sometimes they are “stand alone” ideas.</p> <p>I may ask formulaic questions to get other people to contribute.</p>	I can agree and disagree respectfully. When I disagree, I do so with the idea, not the person.

<p>Verbals and Nonverbals</p>		<p>I can speak with a volume, rate, and vocal variety that are appropriate and are used to engage others.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>I use appropriate posture, movements, and facial expressions to engage others.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My movements and facial expressions are mostly appropriate.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My movements and facial expressions are appropriate some of the time.</p>
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