

**4<sup>th</sup> Grade Report Card**  
**Speaking and Listening Rubric**  
**Marking Period 1**

1 Not Meeting Standard	2 Approaching Standard	3 Meeting Standard <i>(Following are end-of-year standards; see teacher for standards taught in a particular marking period.)</i>	4 Exceeding Standard
<p>The student rarely meets the expectations for this marking period.</p>	<p>The student is able to sometimes meet the expectations for this marking period.</p>	<p><b>Comprehension and collaboration:</b>  <b>Demonstrate ability to engage in productive conversation (individual and group) about messages in various forms.</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.1</b> A student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ul style="list-style-type: none"> <li>○ <b>SL.4.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>○ <b>SL.4.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ <b>SL.4.1c</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>○ <b>SL.4.1d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</li> </ul> <hr/> <p><b>Presentation of knowledge and ideas:</b>  <b>Demonstrate ability to use evidence to create and deliver presentations in various media.</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> </ul> <p style="text-align: center;"><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>• <b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</li> </ul>	<p>The student exceeds the grade-level expectations.</p>