

Oral Reading Rubric (Step 2)

DIRECTIONS: Use this rubric to help the Writer, or help yourself if you are the Writer, read a draft aloud in a writer’s voice that reflects how the piece was written or intended to sound. (Shaded areas can be replaced with more content or assignment-specific language as needed.)

Verbal Presentation	1	2	3	4
Intonation, Pronunciation and Elocution	Rarely uses a strong voice or emphasizes certain vocabulary words with passion; pronunciation is unclear, and expression does not convey passion. More practice and coaching in this area strongly recommended.	Occasionally uses a strong voice; emphasizes certain vocabulary words occasionally ; uses clear pronunciation and expression that conveys passion at times . More practice and coaching in this area recommended.	Usually uses a strong voice; emphasizes certain vocabulary words at times; usually uses clear pronunciation and expression that conveys passion. Can benefit from more practice and coaching in this area.	Uses a strong voice with emphasis on certain vocabulary words; always uses clear pronunciation and expression that conveys passion.
Pitch	Does not speak loud enough; mumbles and is difficult to understand or hear. More practice and coaching strongly recommended.	Occasionally speaks loudly and clearly. Listener(s) can sometimes hear and understand. More practice and coaching recommended.	Speaks loudly and clearly throughout most of the reading. Listener(s) can usually hear and understand. Can benefit from more practice and coaching.	Speaks loudly, and clearly throughout the entire reading. Listener(s) can always hear and understand.
Conveyance of Author’s Intended Message	The message the author is trying to convey to listeners is neither clear nor understandable. More practice and coaching on summarization strongly recommended.	It is difficult to understand the message the author is trying to convey to listeners. More practice and coaching on summarization recommended.	It is somewhat easy and clear to understand the message the author is trying to convey to listeners. Can use more practice and coaching on summarization.	It is easy to understand what the author is trying to convey to listeners.
Non-verbal Presentation	1	2	3	4
Posture, Poise and Eye Contact	Rarely makes direct eye contact with listener(s); looks at notes 100% of the time; holds paper in front of face; seems to lack confidence when reading. Needs more practice and coaching in this area.	Occasionally uses direct eye contact; looks at notes most of the time; stands up straight for the most part, usually holds paper below neck; doesn’t seem confident and or relaxed. Needs more practice and coaching in this area.	Sometimes uses direct eye contact; looks at notes at times; stands up straight, holds paper below neck; seems pretty much confident and almost relaxed. Can use more practice and coaching in this area.	Always uses direct eye contact, rarely looking at notes; stands up straight, holds paper below neck; seems confident and relaxed.
Audience/Listener Persuasion	Unsuccessful in persuading the listener(s) of a position, nor hold their attention at all . More practice and coaching in this area strongly recommended.	Slightly successful in persuading the listener(s) of a position; holds attention for only a short period of time. Needs more practice and coaching in this area.	Is somewhat successful in persuading the listener(s) of a position, holding their attention at times . Can use more practice and coaching in this area.	Does an excellent job of persuading the listener(s) of a position, consistently holding their attention.

TOTAL ORAL READING SCORE : /20

- 15 - 20: Outstanding!
- 10 - 15: Good and getting better.
- 7 – 10: Room for improvement – keep practicing

Additional Comments:

Good Listening Rubric

DIRECTIONS: Use this rubric to help you listen effectively and actively when the Writer reads their piece aloud. Use it as a guide to improve on your listening the next time. Refer to the Active Listening Checklist for reminders about good, effective listening.

Verbal Presentation	1	2	3	4
Attention on the Speaker	Did not face body toward, or look at, the speaker. Did not take notes, and talked while the writer was reading.	<i>Occasionally</i> faced the speaker, and looked at the speaker 50 to 65% of the time. Took very few notes, spoke to others at times while the reader was reading.	<i>Usually</i> had body positioned toward speaker, looking away occasionally. Took some notes and did not speak while the reader read.	Positioned body toward speaker, or looked at speaker 95 to 100% of the time. Only looked away to take notes. Did not talk at all.
Recording Information and Making Mental Summaries	Took <i>no</i> notes while the writer read or immediately after. Made <i>no</i> mental notes during the reading to help remember.	Took <i>very few</i> notes while the writer read or immediately after. <i>Very little</i> of the notes focused on feedback on goals, issues, and feedback request. Made <i>very few</i> mental notes during the reading, sometimes by paying attention to body language to help remember.	Took <i>some</i> notes while the writer read or immediately after. <i>Some</i> of the notes focused on feedback on goals, issues, and feedback request. Made <i>a few</i> mental notes during the reading, sometimes by paying attention to body language to help remember.	Took notes during or immediately after the reading by recording thoughts related to feedback request, writer goals and issues. Made <i>several</i> mental notes during reading by paying attention to speaker's body language to help remember important information.
Avoiding Distractions	Gave in to <i>numerous</i> outside distractions, and gave <i>very little</i> (if any) attention to the writer while reading.	Gave <i>much more</i> than 30% to other thoughts; gave outside distractions <i>much</i> attention.	Gave <i>slightly more</i> than 30% to other thoughts; gave outside distractions <i>a little</i> attention.	Gave no more than 30% to other thoughts; did not give distractions any attention.
Listening with Intention: Body Language	Did <i>not</i> sit facing the reader, hands were <i>not</i> on desk and were fidgeting with other things or were not visible.	Sat <i>somewhat</i> upright, did <i>not</i> face the reader; hands were <i>not</i> on desk where they could be seen.	Sat <i>somewhat</i> upright, <i>mostly</i> facing the reader with hands on desk where they could be seen.	Sat upright with hands on desk, <i>directly</i> facing the reader, pen/pencil in hand to take notes.
Listening with Intention: Asking Clarification Questions	<i>Did not</i> ask Writer questions to clarify understanding on goals, issues, or anything read in the draft.	Asked Writer one question to clarify understanding on goals, issues, or something read in the draft.	Asked Writer <i>a few</i> questions to clarify understanding on goals, issues, or something read in the draft.	Asked Writer questions to clarify understanding on goals, issues, or something read in the draft.
Reflection and Follow-up	<i>Did not</i> use the Responder Reflection Organizer to take notes on during or after the reading. <i>Did not</i> reflect on the writer's goals, issues or feedback request.	<i>Did not use</i> , or used <i>very little</i> , the Responder Reflection Organizer to take notes on during or after the. <i>Did not</i> review or reflect on any notes after the reading.	<i>Sometimes</i> used Reflection Organizer to take a few notes on during or after the reading. Reflected on the writer's goals, issues and feedback request by looking <i>briefly</i> at notes after reading.	Used the Reflection Organizer to take notes on during or after the reading. Reflected on the writer's goals, issues and feedback request by looking <i>thoroughly</i> at notes after reading.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

Practice needed.....Getting better.....Good to excellent listening skill