Student Name _____ Date _____

Making a Difference ⟶ for all Students

Speaking Rubric – Division 1

For each skill listed below, read the three statements and select the one that best describes this student's current level of performance for speaking. Use this information to determine a starting point for choosing strategies and supports the student will need to be successful.

Proficient = universal strategies and supports
Approaching proficiency = targeted strategies and supports
Limited = specialized strategies and supports

Speaking	Proficient	Approaching proficiency	Limited
Asks questions	☐ Asks a range of questions to build understanding, including how and why questions.	☐ With models or prompts, asks basic questions; e.g., what, who, when, where.	☐ With models or promps, is beginning to ask basic questions using either: • single words and gestures • augmentative or alternative communication systems.
Communicates with others	☐ Uses talk and opportunities for conversations to share personal experiences, express preferences, and communicate with others about something recently learned.	☐ Uses talk and opportunities for structured conversations to share personal experiences and to express preferences.	☐ Is beginning to use single words and gestures and/or augmentative or alternative communication systems to share personal experiences and to express preferences.
Uses vocabulary	☐ Uses a variety of descriptive and subject-specific vocabulary appropriate to the context.	☐ Uses a small range of general and descriptive vocabulary.	☐ Is beginning to use a limited number of basic words and gestures and/or augmentative or alternative communication systems to convey meaning.
Uses sentences	☐ Uses a variety of sentence structures including simple, compound and complex to communicate about both familiar and unfamiliar topics.	☐ Uses a small range of general and descriptive vocabulary.	☐ Is beginning to use single words or phrases and gestures and/or augmentative or alternative communication systems to approximate phrases or sentences about familiar topics.
Follows social conventions	☐ Adjusts communication appropriately to formal and informal situations, and uses a range of social conventions; e.g., recognizes how talking with a same-aged peer is different from talking with an adult.	☐ Uses basic social conventions to interact with others; e.g., greetings, expressing thanks, taking turns in conversation.	☐ Is beginning to imitate others and/or use visual prompts or memorized or pre-programmed phrases to interact with others; e.g., greetings, saying thank you, using phrases programmed into devices to say goodbye.

Alberta Government