



Speaking Rubric – Division 3

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	<input type="checkbox"/> Asks purposeful questions to elicit feedback, ideas, information and opinions, and to extend understandings.	<input type="checkbox"/> Asks focused questions, using a model or with prompts that elicit information or ideas.	<input type="checkbox"/> With models and prompts, is beginning to select and use constructed questions to elicit specific information, using either: <ul style="list-style-type: none"> • speech and gestures • augmentative or alternative communication systems.
Communicates with others	<input type="checkbox"/> Uses talk and opportunities for conversation and/or group discussion to make observations, ask questions, hypothesize, make predictions, form opinions, collaborate with others and solve problems.	<input type="checkbox"/> Uses talk and opportunities for group discussion to make observations, ask questions, form opinions and collaborate with others.	<input type="checkbox"/> With models and prompts, is beginning to select and use constructed statements to make observations and express specific information using either: <ul style="list-style-type: none"> • speech and gestures • augmentative or alternative communication systems.
Uses vocabulary	<input type="checkbox"/> Uses a varied range of descriptive, informative and creative vocabulary appropriate to the purpose, message, audience and context.	<input type="checkbox"/> Uses a range of informative and descriptive vocabulary appropriate to a specific message and context.	<input type="checkbox"/> Is beginning to select and use a small number of informative words appropriate to specific context, using either: <ul style="list-style-type: none"> • speech and gestures • augmentative or alternative communication systems.

Speaking Rubric – Division 3 continued

Speaking	Proficient	Approaching proficiency	Limited
Uses sentences	<input type="checkbox"/> Uses selected and varied sentence structures that are both compound and complex to discuss information, ideas, perspectives and opinions.	<input type="checkbox"/> Uses simple and compound sentences to express opinions and communicate about information and ideas.	<input type="checkbox"/> With models and prompts, is beginning to select and use simple or compound sentences to communicate about specific information, using either: <ul style="list-style-type: none"> • speech and gestures • augmentative or alternative communication systems.
Follows social conventions	<input type="checkbox"/> Applies varied and responsive social conventions to effectively interact with others in social contexts, including friends, peers, family and other adults in multiple settings, such as school, home and community.	<input type="checkbox"/> Selects and uses appropriate social conventions to interact with others in different social settings; e.g., saying please and thank you, adjusting tone and vocabulary, acknowledging responses.	<input type="checkbox"/> With prompts, is beginning to select simple or memorized phrases or pre-programmed phrases to interact with others in familiar social settings; e.g., greetings, making introductions, responding to questions, using phrases programmed into devices to say goodbye.