**SL.2 Rubrics**

* Use these rubrics as you score students to the standard. Although all components of the standard should be addressed, components are shaded out until the expectation is proficiency.
* In light of the shading, be aware that all CCSS standards are ***end of the year expectations****.* Discuss your expectations for each quarter with your building leaders and grade level team, and adjust this rubric accordingly.

**Kindergarten**

**SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (See RL.K.2 and RI.K.2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Answer teacher-posed questions about a text read aloud, video, or painting.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ask questions about a text read aloud, video, or painting. Teacher provides sentence stems to assist students in asking appropriate questions.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **In response to teacher questions about student understanding, request clarification if something is not understood**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Using teacher-provided sentence stems, request clarification if something is not understood.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**First Grade**

**SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (See RL.1.2 and RI.1.2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Ask questions about a specific details in text read aloud, video, or painting. (Students choose from a bank of sentence stems to craft questions about details).** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Answer questions about important details in a text.**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Second Grade**

**SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (See RL.2.2 and RI.2.2)**

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| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Recount key details from a text read aloud, a video, or painting. To recount is to tell in detail.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Describe key ideas from a text read aloud, a video, or painting. (Teacher should give students a graphic organizer or note-taking sheet to provide a scaffold for students.)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Third Grade**

**SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally. (See RL.3.2 and RI.3.2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Determine the main idea of a text read aloud, a presentation given, or information presented in videos, paintings, graphs, or charts.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Identify details that support the main idea of a text read aloud, a presentation given, or information presented in videos, paintings, graphs, or charts.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Fourth Grade**

**SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (See RL.4.2 and RI.4.2)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **In their own words, students will be able to communicate the ideas and details presented in portions of a text read aloud, a presentation given, or information presented in videos, paintings, graphs, or charts.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Students will begin to take on assigned roles in discussions (with teacher support the first three quarters). (SL.4.1b)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Refer explicitly to the text or material being discussed when speaking about the topic or text. (SL.4.1a)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ask questions and respond to questions to clarify information or follow up on information. (Craft questions ahead of time.) (SL.4.1c)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Use graphic organizers to keep track of ideas and discussion, then review that information and explain their own thoughts and conclusions in light of the discussion notes. (SL.4.1d** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Fifth Grade**

**SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Create a class anchor chart to state rules/norms for discussion. (SL.4.1b)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Students will take on assigned roles in discussions. (SL.4.1b)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Refer explicitly to the text or material being discussed. (SL.4.1a)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Students will begin to insert what they know *outside* the text or topic. Teachers’ should remind students that this must be from a reliable source. Students should refer explicitly to the source being referenced. (SL.4.1a)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Ask questions and respond to questions to clarify information or follow up on information. (SL.4.1c)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Use graphic organizers to keep track of ideas and discussion, then review that information and explain their own thoughts and conclusions in light of the discussion notes. (SL.4.1d** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |