**SL.4 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 as you see fit.

**Kindergarten**

**SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **With prompting and support: Names a *familiar* specific person, place or thing.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **With prompting and support: Describes at least one detail** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **With prompting and support: Adds information about the detail(s)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **With prompting and support: Adds another detail** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Component: Poise**

**First Grade**

**SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Names a specific person, place, thing, or event to describe** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Includes at least two details about the subject;, can include feelings** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Elaborates on at least ONE of the details**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clear to listeners, descriptions are specific enough to be understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice**

**Second Grade**

**SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Tells a story *or* recounts an experience** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Includes *who, what, when, where, why* of the story or experience** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Uses “five senses” words to elaborate on details** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clear, understandable voice****“Loud and proud!”** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life**

**Third Grade**

**SL.3.4 – *Report on a topic or text*, tell story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Names topic or text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Includes *relevant* facts and/or details** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Elaborates on each fact and/or detail** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clearly understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pace is not too fast or too slow – easily followed** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life, Eye Contact**

**Third Grade**

**SL.3.4 – *Tell a Story or Recount an Experience***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Clearly states the topic****(story title, or experience)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clear beginning, middle, and end** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Includes *relevant* details (at least three, but could be more)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Elaborates on each detail** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clearly understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pace is not too fast or too slow – easily followed** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life, Eye Contact**

**Fourth Grade**

**SL.4.4 – *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 ides or themes; speak clarly at an understandable pace.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Clearly states topic or text** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Clearly states main idea (topic), or theme (text)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Uses descriptive details to support topic or theme** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Details are *relevant,* facts are *appropriate*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Presentation is organized (Ex: events are sequenced correctly)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clearly understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pace is not too fast or too slow – easily followed** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life, Eye Contact, Gestures**

**Fourth Grade**

**SL.4.4 – *Tell a Story or Recount an Experience***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Clearly states story title or experience (Three Little Pigs; My Trip to the Zoo)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Story or experience has a beginning, middle, end** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Uses descriptive details to support story events** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Events and details are *relevant*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Presentation is organized (Ex: events are sequenced correctly)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clearly understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pace is not too fast or too slow – easily followed** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life, Eye Contact, Gestures**

**Fifth Grade**

**SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard Elements** | **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **Clearly states topic, text, or opinion** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Includes main ideas and/or themes** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Presentation is organized** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Facts or details are sequenced logically (time order or importance)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Facts are *appropriate*, details are *relevant*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Details are truly *detailed*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speech is clearly understood** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaks in complete sentences**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pace is not too fast or too slow – easily followed** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**P.V.LEGS Components: Poise, Voice, Life, Eye Contact, Gestures, Speed**