

## Speaking and Listening Checklist

SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 6 topics, texts, and issues, building on others ideas and expressing their own clearly).

I Can Statements	One-on-One	Small Group	Whole Group Teacher Led
<ul style="list-style-type: none"><li>• Be prepared for discussion by reading classroom materials prior to discussion.</li></ul>			
<ul style="list-style-type: none"><li>• Use information or evidence from the reading in the discussion to support opinions.</li></ul>			
<ul style="list-style-type: none"><li>• Engage in discussion by actively listening to others, making eye contact, taking turns speaking, share information that is on topic, give equal speaking time to all members.</li></ul>			
<ul style="list-style-type: none"><li>• Ask questions that pertain to the discussion topic.</li></ul>			
<ul style="list-style-type: none"><li>• Answer questions that pertain to the discussion topic.</li></ul>			
<ul style="list-style-type: none"><li>• Paraphrase from the classroom reading material to use as evidence in the discussion.</li></ul>			
<ul style="list-style-type: none"><li>• Reflect on the key ideas of the discussion.</li></ul>			

**Bismarck Public Schools**  
**Grade 6: Speaking and Listening 6.1 Rubric**

Teacher Name: \_\_\_\_\_  
 Student Name: \_\_\_\_\_

Score	Common Core Requirements
<b>4</b>	<ul style="list-style-type: none"> <li>• Brings additional evidence outside of the prepared material, explicitly draw on that additional evidence by referring to the evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Leads the discussion</li> <li>• Pose and respond to specific questions that relate and extend beyond the initial topic.</li> <li>• Identify the key ideas and describe how those perspectives pertain to them personally as well as the world around them.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Come to discussion partially prepared having read/studied most of required material; attempt to draw on preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Attempts to follow the rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose or respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>• Attempts to review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not come to discussion prepared.</li> <li>• Does not follow the rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>• Does not pose or respond to specific questions with elaboration and detail. Makes minimal comments that contribute to the topic, text, or issue under discussion.</li> <li>• Does not attempt to review key ideas, reflection, or paraphrasing.</li> </ul>