

**MLPP Expressive Language (Speaking) Rubric  
First - Third Grades**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_  
 Circle Large or Small Group - Fall L/S Winter L/S Spring L/S

	4 <b>Experienced</b>	3 <b>Capable</b>	2 <b>Developing</b>	1 <b>Beginning</b>
<b>Ideas/Content</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Stays on topic; expresses main idea and elaborates with supporting details.	Stays on topic; expresses main idea with <b>some</b> supporting details.	Varies topic; <b>few</b> supporting details.	Lacks focus; <b>no</b> supporting details.
<b>Organization/ Structure</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sequences ideas and words in a logical manner with effective transitional words and connecting ideas.	Sequences <b>most</b> ideas and words in a logical manner with <b>some</b> transitional words and connecting ideas.	Presents ideas with <b>some</b> attention to sequence, transitional words, and connecting ideas.	Presents ideas with <b>little</b> attention to sequence, transitional words, or connecting ideas.
<b>Vocabulary</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses descriptive vocabulary that goes beyond personal experiences.	Uses <b>some</b> descriptive vocabulary; <b>may go</b> beyond personal experiences.	Uses <b>minimal</b> descriptive vocabulary; limited to own personal experiences.	Little or <b>no</b> descriptive vocabulary.
<b>Style/Voice</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Presents ideas with style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas with <b>some</b> style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas with <b>minimal</b> style and/or creativity and use of elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas in a <b>flat or monotone</b> voice.
<b>Conventions</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Uses appropriate language structure.	Uses appropriate language structure. Irregular forms <b>are not</b> in place.	Uses <b>simple</b> sentence (s) with <b>inappropriate</b> use of plurals and past tenses.	Uses <b>inappropriate</b> language structures. <b>Few</b> complete sentences.
<b>Non-Verbal</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Shows feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Displays <b>some</b> feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Shows <b>few</b> feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Presents ideas showing <b>little</b> physical involvement.
<b>Oral Language Conventions</b> F      W      S <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Consistently uses formal and informal language conventions appropriate for the context.	Uses formal language conventions with <b>occasional</b> lapses, which are <b>inappropriate</b> for the context.	<b>Mixes</b> formal language with informal language conventions <b>with out</b> regard for the context.	<b>Primarily</b> uses informal language patterns including slang.

