

Grade 8 Language Arts Lesson Differentiation Details

Rubric: Making Inferences While Listening

Name: _____ Date: _____

- Identify and use a variety of comprehension strategies to clarify the meaning of oral texts.
- Develop/explain interpretations of oral texts by using oral/visual clues from the texts.

| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|---|---|--|---|
| Infers the speaker's perspective on the topic | Makes simple inferences about the speaker's perspective T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes increasingly complex inferences about the speaker's perspective T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes complex inferences about the speaker's perspective T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes highly complex inferences about the speaker's perspective T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| Compares the speaker's perspective to personal perspectives on the topic | Makes simplistic comparisons T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes increasingly relevant comparisons T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes insightful comparisons T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Makes complex comparisons T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| Notes new information | Notes a few pieces of information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Notes some new information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Notes most new information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Notes all/almost all new information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| Uses the speaker's tone, mood, body language, and facial expressions to make inferences | Uses the speaker's tone, mood, body language, and facial expressions to infer simple implicit messages T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Uses the speaker's tone, mood, body language, and facial expressions to infer increasingly complex implicit messages T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Uses the speaker's tone, mood, body language, and facial expressions to infer complex implicit messages T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Uses the speaker's tone, mood, body language, and facial expressions to infer highly complex implicit messages T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| Records important information while listening | Records a few pieces of important information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Records some important information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Records most important information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | Records all/most all important information T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| • Explains how making inferences while listening helps the listener understand oral texts | • Demonstrates limited knowledge of how the strategy helps the listener T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | • Demonstrates some knowledge of how the strategy helps the listener T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | • Demonstrates considerable knowledge of how the strategy helps the listener T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> | • Demonstrates thorough knowledge of how the strategy helps the listener T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 <input type="checkbox"/> |
| Cross-Curricular Application Applies the skills involved in making inferences while listening in other subject areas | Applies the skills, with limited effectiveness T4 <input type="checkbox"/> | Applies the skills, with some effectiveness T4 <input type="checkbox"/> | Applies the skills, with considerable effectiveness T4 <input type="checkbox"/> | Applies the skills, with a high degree of effectiveness T4 <input type="checkbox"/> |

Source: Personal communication, Holly Miskelly, January 18, 2010. Used with permission.