

Oracy Framework Rubric

He aha te kai a te rangatira? He kōrero, he kōrero, he kōrero
 What is the food of the leader? It is knowledge, it is communication.

Skills throughout the rubric are built on and include items from the poutama before. They will be shown across a range of contexts and across the curriculum to show full achievement. This can be used for grouping students, assessing areas of need individually and for self and peer assessment.

Kete		Projection of voice so the whole audience can hear.		Uses verbal and non verbal language features to gain and hold audience interest.		Uses a range of appropriate sophisticated vocabulary choices.		Uses a range of sophisticated and varied simple and complex sentences that are grammatically correct.		Draws on own knowledge of the world to support their own point of view, opinions and that of others.		Compares different points of view to reach a conclusion.		Reads a situation and takes action accordingly, using appropriate language.		Speaks with confidence to large audiences.	
																	
Rating System:		With support	Developing independence	Sometimes	Most of the time												
Ara		Uses a variety in tone of voice in order to convey meaning.		Deliberately uses non verbal features to enhance speaking.		Uses precise vocabulary choices.		Uses complex complete sentences that may contain some errors in grammar.		Offers opinions that aren't their own.		Can summarise ideas.		Invites others into discussions.		Speaks with confidence in front of a range of audiences.	
																	
Rating System:		With support	Developing independence	Sometimes	Most of the time												
Harakeke		Speaks clearly with appropriate pace so they can be understood.		Uses gestures to support and/or enhance communication.		Attempts to use more precise vocabulary but may make some errors in word choice.		Uses a variety of sentence stems to communicate in grammatically correct simple sentences.		Expresses opinions based on personal experiences.		Explains ideas and events in chronological order.		Can build onto some else's idea.		Delivers prepared and spontaneous material, with confidence.	
																	
Rating System:		With support	Developing independence	Sometimes	Most of the time												
Rito		Speaks audibly so they can be heard and understood.		Uses facial expressions to communicate.		Uses provided vocabulary appropriate to the topic or context at hand.		Uses simple sentences.		Stays on topic while speaking.		Can talk about what has happened.		Talks with others to share an idea. Waits for a turn to speak.		Initiates an oral communication, including the delivery of prepared material.	
																	
Rating System:		With support	Developing independence	Sometimes	Most of the time												
Pre Rito																	
Rating System:		With support	Developing independence	Sometimes	Most of the time												
Date:		Voice		Body Language		Vocabulary		Language		Content and Structure		Clarifying and Summarising		Working with others		Confidence in speaking	
Reviewed:		PHYSICAL TE REO WHAKAPUAKI				LINGUISTIC TE KETE KŌRERO A TŪROA				COGNITIVE TE WHAKARAUPAPA WHAKAARO				SOCIAL AND EMOTIONAL TE TŪHONO KI TE TANGATA			
Self Assessment Peer Assessment Evidence of achievement		Observation Notes															