

Bethlehem Central School District
Special Education Secondary Rubric for Expressive Communication

	1	2	3	4 Proficient	5
Meaning/Semantics/Word Use- The extent to which the response exhibits understanding of the topic	Student uses immature words “boo boo”. Difficulty generating a sentence using a vocabulary prompts.	Student able to generate sentences given a vocabulary prompt.	Student’s word use consists of a mix of age-appropriate word choices and nonspecific “fillers”.	Student able to use and understand most curriculum vocabulary.	Uses and understands age appropriate vocabulary relevant to the topic
Development- extent to which the student elaborates and provides details and specific referents	Elaboration of ideas must be prompted. Speaker does not independently offer information.	Student attempts to communicate ideas but listener is confused and needs to seek clarification to determine message.	Ideas are only briefly developed. Has difficulty paraphrasing, summarizing, and identifying key ideas.	Ideas are developed adequately if not completely. May miss some details but able to convey message.	Develops ideas fully, elaborates and provides details as needed. Makes connections, forms and defends opinions
Organization- Syntax – word order, verb tense, word finding	Frequent errors of tense Word endings (s, ed, ing) may be omitted Student may require choices for word finding	Student able to form simple sentences with few errors.	Sentence length increases but errors persist in syntax. Student may use age-appropriate grammar but have word finding difficulties.	Message is understood but student may need extra time or other accommodations to organize ideas and thoughts.	Message is clearly understood by listeners. Is logical, sequential with appropriate transitions and without errors.
Language Use- speaking to and awareness of intended audience, audible voice, posture, effectiveness of communication	Student needs prompting to speak audibly, make eye contact, look up etc. Lacks awareness of audience needs	Student demonstrates inconsistent awareness of audience. Continues to need prompting to communicate.	Student communicates with peers and familiar staff. Communication breakdown may occur in unfamiliar contexts and large groups.	Student is able to adjust speaking for audience most of the time but may have difficulty correcting breakdowns.	Dynamic speaker, uses vivid descriptive language, able to take perspective.
Conventions –word endings, functors (to, the, his), pronouns,	Student may display telegraphic speech. “Me go”. May use inappropriate pronouns “him seat”. Message is compromised.	Demonstrates frequent errors that make comprehension difficult.	Effectiveness of communication is compromised due to conventional errors.	Student demonstrates minimal errors without self-correction. Overall message is not compromised.	Minimal or self corrected errors