

Central Bucks School District - Pragmatic Language Rubric

	Level 1	Level 2	Level 3	Level 4	Level 5
Language Function	language serves no function; does not use language meaningfully	uses language to communicate basic needs and wants only; protests behaviorally	uses language to communicate needs, wants and respond to questions; requests help and protests appropriately with prompting	uses language appropriately to communicate needs, wants, respond to questions, command others, request help, and protest	uses language for the completion of everyday tasks: participates in learning, expresses feelings, uses social conventions
Listening / Focus	absence of focus, does not acknowledge speaker or respond to directions/questions	establishes then loses focus, gazes toward speaker, inconsistent responses to prompts	establishes focus initially, but does not sustain for completion of task (requires multiple prompts)	complies with direction to completion, with prompts	completes tasks, complies with directions, maintains focus throughout grade appropriate activities
Non-Verbal Communication	not oriented to speaker, looks away from instruction	sits quietly during instruction, may need redirection, intermittent attention to speaker	sits quietly with body oriented toward instruction, facial expression does not indicate engagement	sits quietly during instruction with attention on speaker, appropriate facial expression	demonstrates all appropriate non-verbal behaviors, signals appropriately to request, respond, or comment according to grade level expectations
Eye Contact	no eye contact, not oriented toward speaker	no eye contact established in response to communication, oriented toward speaker	brief eye contact, unable to maintain	establishes eye contact at the outset of communication	maintains appropriate eye contact for the duration of communication
Initiation of Communication	does not initiate communication, does not respond appropriately to visual/verbal/gestural prompts	initiates communication when given a visual/verbal/gestural prompt	initiates communication to express basic wants, needs, and choices	initiates communication with conversational intent	initiates communication to express feelings, views, opinions, and reasons
Communicative Response / Organization	no response to communication and/or “echoed” response	responses are related to stimulus but not accurate, no attempt to continue communicative interaction	accurate responses reflect attempt at topic maintenance with limited turn taking	expanded responses reflect topic maintenance, organization, and opportunities for additional turn taking	responses are specific, concise, and organized with appropriate closure demonstrated
Verbal Style / Quality	vocal responses only, no verbal responses	quality of verbal responses call negative attention to the speaker; may be inappropriate for two or more of the following: volume, rate, inflection	verbal responses are inappropriate for one or more of the following: volume, rate, inflection	verbal responses are appropriate for volume, rate, and inflection; message clarity is not considered	verbal responses are appropriate for volume, rate, and inflection; message is clear and adjusted to audience
Expressive Language	non-verbal or one to two word utterances using any modality	expresses simple sentence (N+V) given a direct model, engages verbally in learned routines	expresses simple sentences independently; uses limited vocabulary and limited grammatical forms	expresses more complex sentences and questions with appropriate vocabulary	able to use varied vocabulary to formulate novel sentences and questions that are situation specific