

Rubric for Formative Assessment of Verbal and Nonverbal Communication
HE.B.3.2.1

Awareness Activities	I got it!!	O.K. I'm nearly there...	If you help me I know I can do it.	Sorry, no one home!!!!?????
Dialogue found in reading passages.	The dialogue found in reading passages gives an excellent picture of verbal and nonverbal interactions between two characters. The student is able to explain what is happening.	Good examples are found and the student attempts to explain.	Weak examples are found or the student can explain only with teacher help.	No attempt is made to participate in activity.
Written dialogue	The dialogue written in the speech bubbles indicates what the person in the picture may be feeling. The student is able to explain orally the logic behind the comments.	The dialogue is written and may depict true feelings. The student attempts to explain the logic behind the comments.	Attempts were made to write the dialogue. Logic behind the dialogue can only be explained with teacher help.	No attempt is made to write dialogue.
Reflective Journal	The journal is kept throughout the grading period. Observations of real-life verbal and nonverbal interactions are noted. Reflections about these interactions are written on the reflection side of the double entry journal. 2 per week	The journal is kept throughout the grading period, but there are less than two observations per week, or the reflections show little thought.	The journal is not kept regularly. There is less than 1 observation per week. There is no or very little reflection evident in entries.	No attempt is made to keep a Reflective Journal.
Transfer to Real Life	Evidence of thoughtful observation of the way people treat each other verbally and nonverbally is demonstrated by either journal entries from incidents outside the school setting or by sharing and discussing these incidents orally in class. Teacher observation of the way the child treats others or reacts to verbal or nonverbal communication is further evidence.			No evidence of thoughtful observation. Reacts to others' body language or verbal comments with no evidence of thought or understanding.

This activity does not require a grade. It is an awareness activity that the teacher can use to gauge whether further social skills that need to be taught. The goal is for students to think before they react to verbal and nonverbal communication. These activities will help determine further strategies for appropriate reaction to verbal and nonverbal communication.