

Rubric for Giving Instructions

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Text Structure				
Introduction	The speaker did not attempt an introduction to the procedure.	The speaker attempted an introduction but it was confused and unclear.	The speaker introduced the procedure but did not use sufficient details.	The speaker had a strong introduction that provided the listener with a clear overview and a context for the task in hand.
Organisation & Sequencing	Instructions were poorly sequenced, unclear and difficult to follow.	Instructions were somewhat sequenced but needed to be clearer and better explained.	Instructions were sequenced in the main but could have been provided in a more logical manner.	Instructions were very well presented, clearly organised and given in a logical, sequential manner.
Detailed factual descriptions	No details were used in the instructions.	Minimal details were used throughout the instructions.	Some details were provided.	The speaker provided many details throughout their instructions.
Conclusion	There was no clear conclusion to the instructions.	There was some attempt made to conclude the instructions.	The instructions concluded, but somewhat abruptly.	There was a clear, logical conclusion to the instructions provided.
Language				
Use of time connectives	The speaker did not use time connectives throughout their instructions.	The speaker repeated the same time connective throughout their instructions.	The speaker used a couple of time connectives throughout their instructions.	The speaker used a good variety of appropriate time connectives throughout their instructions.
Use of verbs in the imperative	Very limited use of verbs and tense confused.	A limited use of verbs used. Inconsistent use of tense.	Some attempts to vary the verbs provided in instructions. Tense used was mostly correct.	A good variety of appropriate verbs used in the correct tense throughout.
Speaking and Listening Skills				
Broad rules that govern social interaction	The speaker did not respond appropriately to turn taking, was unclear when to speak and could not repair mistakes.	The speaker attempted to turn take and made some attempts to correct errors made.	The speaker followed turn taking appropriately for the most part and was capable of some self-correction.	The speaker followed turn taking appropriately throughout and was confident when correcting errors.
Use of voice	In appropriate pitch and volume used throughout. Mumbled speech and inappropriate pace.	Some pitch and volume issues when providing instructions. Speech was somewhat clear.	Pitch and volume were good in parts. Generally clear speech at an appropriate pace.	Smooth, effective delivery appropriate pitch, volume and pace throughout. Clear pronunciation that the listener could follow.
Non-verbal behaviours	Speaker positioned themselves inappropriately to the listener. Poor eye contact and gesture throughout.	Speaker attempted to position themselves appropriately to the listener. Speaker used some appropriate gestures and attempted to use eye contact.	Speaker positioned themselves appropriately for the most part. Good use eye contact and gesture to support instructions.	Speaker positioned themselves very well for the listener. Excellent use of eye contact and gesture throughout to encourage and respond to the listener.