

ORAL NARRATION RUBRIC FOR ALL PHASES

Emily Co. Homeschool Curriculum Assessment Tool

Instructions for Conducting Oral Narration: Oral narration within the Emily Co. Curriculum is a natural, child-directed method of assessment inspired by the classic Charlotte Mason philosophy, where the student organically sums up aloud to the parent what they have learned from their readings, video lectures, and projects to reinforce deep comprehension, critical thinking, and expressive communication instead of relying on stressful, repetitive memorization drills. To conduct a session, pick a comfortable space immediately following research or at the end of a lesson milestone, open a friendly discussion, and invite the student to retell the topic story or concept in their own words while recording their answers as a voice memo for their virtual learning journal portfolio. Use the neatly structured table below to establish gentle expectations, evaluate their current progress using standard US letter grading, and guide meaningful follow-up conversations.

Core Assessment Rubric

EVALUATION CRITERION	GRADE A (90-100%) Excellent Mastery	GRADE B (80-89%) Good Progress	GRADE C (70-79%) Satisfactory	GRADE D/F (<70%) Needs Focus
Comprehension & Content Retelling	Retells the topic with exceptional accuracy; effortlessly identifies main ideas, key facts, and natural sequences without parent prompting or hints.	Retells the main ideas accurately with good detail; captures the overall theme well, needing only minimal reminders or guiding questions.	Recalls basic elements or central themes of the lesson but misses minor details; sequence may be slightly disorganized or scattered.	Struggles to recall core concepts or main events; relies heavily on continuous step-by-step parent prompting to phrase thoughts.
Vocabulary & Language Expression	Naturally integrates newly introduced phase vocabulary words with correct context and precise pronunciation; phrases thoughts completely.	Comfortably uses several vocabulary terms from the lesson; communication is clear, structured, and easy for the listener to follow.	Uses general language to explain concepts; demonstrates familiarity with vocabulary when asked directly but relies on simpler phrasing.	Extremely limited vocabulary usage; struggles to articulate concepts or express ideas clearly, showing gaps in core language terms.

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Reflection, Insight & Critical Analysis	Demonstrates excellent active reading/viewing skills; shares rich personal insights, emotional connections, or creative ideas inspired by the text.	Successfully connects the material to previous lessons, personal hobbies, or real-world observations; shows authentic interest.	Provides a factual summary but shows limited deeper connection, synthesis, or personal interpretation regarding why the topic matters.	Displays minimal engagement or active observation; narration is purely mechanical or struggles to form any personal thoughts.

Bonus Points

Reward the student with customized bonus achievements when they demonstrate exceptional developmental growth and behavioral indicators that transcend the standard rubric thresholds:

Phase One: Independence (Ages 2-4 / Pre-K & Kindergarten Alignment)

Psychosocial Target: Autonomy vs. Shame/Doubt & Initiative vs. Guilt (Erikson)

Excelling Behaviors: Boldly initiates the narration session completely on their own; expresses a clearly defined sense of self and personal identity when discussing the material; confidently experiments with "big words" from the vocabulary list; shows strong initiative and infectious pride when walking the parent through their art-oriented learning journal drawings and illustrations.

Phase Two: Artistry (Ages 5-7 / Grades 1 & 2 Alignment)

Cognitive Target: Transition to Concrete Operational (Piaget) & Sociocultural Tools (Vygotsky)

Excelling Behaviors: Organizes their verbal summaries with clear, structured internal logic; dynamically links the lesson concepts to concrete experiences, such as indigenous wildlife or plant observations made during weekly nature walks; treats numbers, syntax, or coding languages as exciting interactive tools to communicate real-world phenomena.

Phase Three: Partnership (Ages 8-9 / Grades 3 & 4 Alignment)

Developmental Target: Industry vs. Inferiority (Erikson) & Scaffolded Growth (Vygotsky)

Excelling Behaviors: Demonstrates a profound sense of personal responsibility and mastery over highly complex practical skills; actively synthesizes insights or data gained from expert mentors or peer-to-peer collaborative projects; displays early critical media literacy by identifying source bias, fear-mongering, or misinformation in current events.

Phase Four: Discovery (Ages 10-13 / Grades 5 & 6 Alignment)

Cognitive Target: Formal Operational (Piaget) & Authentic Self-Reflection (Erikson)

Excelling Behaviors: Seamlessly processes abstract concepts and systematically synthesizes information across disparate fields (e.g., applying advanced geometry to construction trades or musical notation to programming); forms structured hypotheses; explicitly articulates how their favorite hobbies blend into their individual long-term lifestyle and career goals.

Parent Note on Household Awards & Rewards: *When a student earns Bonus Points or achieves an outstanding letter grade, immediately celebrate their hard work by integrating their achievements into your household's custom reward framework. Rather than generic praise, align the reward closely with the child's specific, unique love language (such as words of affirmation during family dinner, quality time exploring a brand-new library book path, tangible art supplies for their creation studio, or special acts of service to facilitate their child-directed play projects).*