

KINDERGARTEN SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
1. Retell an experience in logical sequence	<input type="checkbox"/>	<input type="checkbox"/>
2. Use pictures when telling a story	<input type="checkbox"/>	<input type="checkbox"/>
3. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns	<input type="checkbox"/>	<input type="checkbox"/>
4. Use words to describe and name numbers, colors, size, shape, location, people, places, things, and actions	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognize and use correct grammar when speaking	<input type="checkbox"/>	<input type="checkbox"/>
6. Follow simple rules for conversations: (example: taking turns, listening)	<input type="checkbox"/>	<input type="checkbox"/>
7. Use complete sentences when speaking	<input type="checkbox"/>	<input type="checkbox"/>
8. recognize that body movements and facial expressions represent feelings	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify ways the speaker can help others see and hear a presentation	<input type="checkbox"/>	<input type="checkbox"/>

FIRST GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Tell/retell stories in a logical order or sequence	<input type="checkbox"/>	<input type="checkbox"/>
2. Participate in a variety of oral language activities (example: role playing, pantomime, choral speaking)	<input type="checkbox"/>	<input type="checkbox"/>
3. Give simple one and two step directions	<input type="checkbox"/>	<input type="checkbox"/>
4. Adapt or change oral language to fit the situation	<input type="checkbox"/>	<input type="checkbox"/>
5. Use appropriate voice when asking and responding to questions in small-group settings	<input type="checkbox"/>	<input type="checkbox"/>
6. Express ideas in complete and coherent sentences	<input type="checkbox"/>	<input type="checkbox"/>
7. Follow simple rules for conversation (example: taking turns, staying on topic)	<input type="checkbox"/>	<input type="checkbox"/>
8. Use facial expressions as a means of non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
9. Use pictures or drawings when telling or retelling stories	<input type="checkbox"/>	<input type="checkbox"/>
10. Recognize the speaker's role in assisting others to see and hear a presentation	<input type="checkbox"/>	<input type="checkbox"/>
11. Convey a message and check for listener understanding (example: show and tell)	<input type="checkbox"/>	<input type="checkbox"/>

SECOND GRADE SPEAKING SKILLS STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

	YES	NO
1. Report on various topics using appropriate facts and details	<input type="checkbox"/>	<input type="checkbox"/>
2. Create and participate in oral dramatic activities	<input type="checkbox"/>	<input type="checkbox"/>
3. Organize and convey a message and check for listener understanding	<input type="checkbox"/>	<input type="checkbox"/>
4. Give simple three and four step directions	<input type="checkbox"/>	<input type="checkbox"/>
5. Use correct grammar in oral communication (example: verb tenses)	<input type="checkbox"/>	<input type="checkbox"/>
6. Make simple introductions and greetings using appropriate language	<input type="checkbox"/>	<input type="checkbox"/>
7. Use an expanded speaking vocabulary (example: words describing specific interests and knowledge)	<input type="checkbox"/>	<input type="checkbox"/>
8. Use oral language appropriate for the audience	<input type="checkbox"/>	<input type="checkbox"/>
9. Interact appropriately in formal and informal speaking situations with peers and adults	<input type="checkbox"/>	<input type="checkbox"/>
10. Use body movements and facial expressions as a means of non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
11. Use visual aids in oral presentations (example: pictures, props)	<input type="checkbox"/>	<input type="checkbox"/>
12. Identify conditions which are beneficial to the listener (example: tone of voice, being able to see the speaker)	<input type="checkbox"/>	<input type="checkbox"/>

THIRD GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|---|--------------------------|--------------------------|
| 1. | Deliver brief descriptive presentations that use concrete details to describe people, places, things, or experiences | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Present ideas and check for listener response in various situations (example: class discussions, small groups, panels) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Present brief oral reports/stories that have a beginning, middle, and ending and include concrete details that provide a central focus/impression | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Organize and present ideas so that others can understand the message | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Use formal or informal language appropriate to the audience and purpose | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Express knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Use correct subject-verb agreement and appropriate verb tense when speaking | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Speak clearly using appropriate pronunciation, rate, and diction | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Speak expressively using the appropriate volume and inflection | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Identify how non-verbal cues convey meaning (example: body language, gesture, facial expression, eye contact) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Create visual aids to use in oral presentations (example: pictures, maps, charts, graphs, props) | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Use technology to enhance spoken messages | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Identify factors which influence the speaker's effectiveness (example: can the speaker be seen and heard) | <input type="checkbox"/> | <input type="checkbox"/> |

FOURTH GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|--|--------------------------|--------------------------|
| 1. | Make narrative and informative presentations that provide facts, details, examples, and descriptions | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Present effective introductions and conclusions that guide and inform the listener | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Use appropriate structures for conveying information (example: cause and effect, similarity and differences, posing and answering questions) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Give precise oral directions/instructions | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Determine the use of formal or informal language appropriate to the situation | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Present knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Use correct subject-verb agreement, pronoun-antecedent agreement, and appropriate verb tense when speaking | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Use simple and complex sentences appropriate to audience or purpose | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Explore the appropriate rhythm and pace to emphasize key ideas | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Emphasize meaning in conversations, discussions, and oral presentations by use of non-verbal cues (example: gestures, facial expressions) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Clarify and support key ideas through the use of appropriate props (example: objects, pictures, charts) | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Use notes or memory aids to structure presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Use the tools of technology to enhance spoken messages | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Recognize aspects of the surroundings that affect communication (example: room size, seating arrangement) | <input type="checkbox"/> | <input type="checkbox"/> |

FIFTH GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Deliver narrative presentations that establish a focus and point-of-view	<input type="checkbox"/>	<input type="checkbox"/>
2. Deliver presentations that describe a situation and establish connections between cause and effect	<input type="checkbox"/>	<input type="checkbox"/>
3. Make informative reports that clarify and support ideas with evidence and examples	<input type="checkbox"/>	<input type="checkbox"/>
4. Use listener response to determine clarity of message	<input type="checkbox"/>	<input type="checkbox"/>
5. Exchange information in various formal and informal settings	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicate various messages clearly, precisely, and effectively	<input type="checkbox"/>	<input type="checkbox"/>
7. Choose grammar and sentence structures appropriate to the audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>
8. Use precise, descriptive language when speaking	<input type="checkbox"/>	<input type="checkbox"/>
9. Choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance	<input type="checkbox"/>	<input type="checkbox"/>
10. Engage the audience with appropriate body language, eye contact and gestures	<input type="checkbox"/>	<input type="checkbox"/>
11. Use visual aids and graphic representations to reinforce and supplement main ideas and information	<input type="checkbox"/>	<input type="checkbox"/>
12. Select appropriate technology tools to enhance communication effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
13. Select various presentation strategies to support delivery (example: speaking notes, memory aids)	<input type="checkbox"/>	<input type="checkbox"/>
14. Identify various environmental factors which can affect communication (example: space, audience size)	<input type="checkbox"/>	<input type="checkbox"/>

SIXTH GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

- | | | | |
|-----|--|--------------------------|--------------------------|
| 1. | Emphasize important points to assist the listener in following main ideas and concepts | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Select a focus, organization, and point-of-view for oral presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Present informative reports that pose relevant questions and develop the topic with facts, details, and examples | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Explore the usefulness of listener response | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Use feedback from listeners to improve speaking delivery | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Present information in conversational and small group settings | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Choose language and style appropriate to the interest and background knowledge of the audience | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Use simple, complex, and compound sentences to express complete thoughts orally | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Explore how descriptive language and colorful modifiers can enliven oral presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Use effective rate, volume, pitch and tone in oral communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Recognize correlation between appearance, self-image, and effective non-verbal communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Select and use audio-visual aids to maximize effects in various communication situations | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Investigate ways to highlight ideas displayed in visual aids (example: color, underlining) | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Demonstrate the use of audio-visual equipment in communication (example: tape recorder, VCR) | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Explain how environmental factors affect communication (example: setting, space, audience size) | <input type="checkbox"/> | <input type="checkbox"/> |

SEVENTH GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES NO

1. Communicate ideas and information in an organized manner to support a specific purpose
2. Design presentations which identify problems, causes, and/or effects and offer persuasive evidence for proposed solutions
3. Present oral reports that pose relevant questions and convey a clear and accurate perspective on a subject
4. Describe the characteristics of useful feedback
5. Use feedback to improve the content, delivery, and overall impact on listeners
6. Determine content and format appropriate for audience and situation (example: peers, parents, community members)
7. Determine the language and style appropriate to the purpose and topic
8. Use grammar and vocabulary appropriate to the audience and situation
9. Choose descriptive language and colorful modifiers to enliven oral presentations
10. Use appropriate verbal techniques for effective communication (example: voice modulation, inflections, tempo, enunciation, phrasing)
11. Identify and define the major kinds of non-verbal communication people use
12. Use images, text, and sound to create effective and interesting presentations
13. Describe ways to enhance ideas presented through visual aids (example: color, boxing, underlining)
14. Explore ways to use audio-visual equipment to enhance communication (example: overhead projector, tape recorder, VCR, computer)
15. Adapt the environment to best accommodate the listeners (example: viewing arrangement, lighting, sound)

EIGHTH GRADE SPEAKING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Prepare speech outlines consisting of an introduction, transitions, a logically developed body, and a conclusion	<input type="checkbox"/>	<input type="checkbox"/>
2. Organize information to achieve a particular purpose (example: adapt message to audience and context)	<input type="checkbox"/>	<input type="checkbox"/>
3. Deliver various presentations that make clear and knowledgeable judgments and provide detailed evidence, examples, and reasoning	<input type="checkbox"/>	<input type="checkbox"/>
4. Analyze the characteristics of constructive feedback (example: timeliness, specific examples for improvement)	<input type="checkbox"/>	<input type="checkbox"/>
5. Use audience feedback to reconsider and modify the organizational structure/plan of an oral presentation	<input type="checkbox"/>	<input type="checkbox"/>
6. Use oral vocabulary and style appropriate for audience (example: parents, school board, peers)	<input type="checkbox"/>	<input type="checkbox"/>
7. Analyze the context and topic to determine the appropriate language for various speaking situations (example: formal, informal)	<input type="checkbox"/>	<input type="checkbox"/>
8. Use appropriate grammar and sentence structure in various speaking situations	<input type="checkbox"/>	<input type="checkbox"/>
9. Use expressive language to enliven oral presentations	<input type="checkbox"/>	<input type="checkbox"/>
10. Use appropriate enunciation, pacing, and phrasing during formal/informal communication	<input type="checkbox"/>	<input type="checkbox"/>
11. Use appropriate non-verbal skills when speaking (example: eye contact, posture, gestures)	<input type="checkbox"/>	<input type="checkbox"/>
12. Organize and record information on notes, charts, graphs, and maps for various presentations	<input type="checkbox"/>	<input type="checkbox"/>
13. Design visual aids using various techniques to emphasize key ideas (example: color, boxing, underlining, highlighting)	<input type="checkbox"/>	<input type="checkbox"/>
14. Use audio-visual equipment to enhance oral communication (example: overhead projector, flipchart, tape recorder, VCR, computer)	<input type="checkbox"/>	<input type="checkbox"/>
15. Examine the environment to determine and adapt to the unique characteristics of the speaking/presentation situation	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:
_____**SKILLS PERFORMED BY CHILD**

	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
1. Recognize and use elements of classical speech form (example: introduction, transitions, body, and conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
2. Construct and deliver a variety of speeches (example: memorized, impromptu, extemporaneous, expository, narrative, informative, entertaining, persuasive)	<input type="checkbox"/>	<input type="checkbox"/>
3. Choose appropriate devices for introduction and conclusion (example: literary quotations, anecdotes, quotations from authorities)	<input type="checkbox"/>	<input type="checkbox"/>
4. Choose logical patterns of organization to inform, persuade, or unite audiences (example: chronological, topical, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>
5. Plan formal oral presentations using various supporting strategies (example: well-structured, logical arguments, details, examples, illustrations, statistics, comparisons, analogies)	<input type="checkbox"/>	<input type="checkbox"/>
6. Present dramatic readings of literary selections	<input type="checkbox"/>	<input type="checkbox"/>
7. Use specific rhetorical devices to back up assertions (example: an appeal to logic through reasoning; an appeal to emotional or ethical belief; a personal anecdote; a case study; an analogy)	<input type="checkbox"/>	<input type="checkbox"/>
8. Clarify and defend positions with precise and relevant evidence	<input type="checkbox"/>	<input type="checkbox"/>
9. Monitor audience for non-verbal feedback cues	<input type="checkbox"/>	<input type="checkbox"/>
10. Seek feedback on clarity and coherence of presentation or speech	<input type="checkbox"/>	<input type="checkbox"/>
11. Reassess choices and strategies used in oral communication based upon feedback	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyze the audience before making final choices on a speech topic, format, and style (example: listener values, needs, perspectives, expectations)	<input type="checkbox"/>	<input type="checkbox"/>
13. Recognize the influence physical and societal demographics can have on the response of an audience (example: age, gender, religion; racial, ethnic, and cultural backgrounds)	<input type="checkbox"/>	<input type="checkbox"/>
14. Use vocabulary and terminology appropriate for the audience	<input type="checkbox"/>	<input type="checkbox"/>
15. Analyze the occasion to determine appropriate speech topic, format, and style	<input type="checkbox"/>	<input type="checkbox"/>
16. Determine the relationships among purpose, audience, and content of presentation	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
17. Compare/contrast characteristics of interpersonal, small group, and public communication	<input type="checkbox"/>	<input type="checkbox"/>
18. Work effectively in group settings to solve specific problems	<input type="checkbox"/>	<input type="checkbox"/>
19. Use technical terms and notations accurately in oral presentations	<input type="checkbox"/>	<input type="checkbox"/>
20. Use appropriate grammar, sentence structure, and syntax in various speaking situations	<input type="checkbox"/>	<input type="checkbox"/>
21. Use appropriate speaking strategies in various interpersonal communication settings (example: workplace communication, interviews, meetings)	<input type="checkbox"/>	<input type="checkbox"/>
22. Use explicit verbal techniques for effective presentations (example: pitch, quality, volume, rate, inflections, enunciation, variety)	<input type="checkbox"/>	<input type="checkbox"/>
23. Use explicit non-verbal techniques for effective presentations (example: eye contact, gestures, body movement, platform movement, facial expressions)	<input type="checkbox"/>	<input type="checkbox"/>
24. Use non-verbal techniques as transitional devices, to build a climax, and to reinforce ideas	<input type="checkbox"/>	<input type="checkbox"/>
25. Use effective strategies for speech preparation and presentation (example: written manuscripts, notes)	<input type="checkbox"/>	<input type="checkbox"/>
26. Use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details	<input type="checkbox"/>	<input type="checkbox"/>
27. Determine how the environment for an audience can affect communication (example: audience size, seating arrangement, lighting, temperature, proximity)	<input type="checkbox"/>	<input type="checkbox"/>
28. Adjust speaking style and format to the physical surroundings of the presentation setting	<input type="checkbox"/>	<input type="checkbox"/>
29. Use visual aids and/or technology to support presentations (example: props, charts, multimedia)	<input type="checkbox"/>	<input type="checkbox"/>
30. Deliver multimedia presentations that combine text, images, and sound (example: video, CD-ROM, Internet and computer generated images)	<input type="checkbox"/>	<input type="checkbox"/>
31. Determine when to use various resources to enhance oral presentations (example: music, sound effects, color, graphics)	<input type="checkbox"/>	<input type="checkbox"/>