

KINDERGARTEN LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD	YES	NO
1. Follow various one and two step directions	<input type="checkbox"/>	<input type="checkbox"/>
2. Take turns in conversations and group situations	<input type="checkbox"/>	<input type="checkbox"/>
3. Use appropriate volume and tone of voice when responding to others	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognize and respond to non-verbal signals. (example: expressions of excitement, disapproval)	<input type="checkbox"/>	<input type="checkbox"/>
5. Recognize the difference between true and false information	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify various sources of factual information	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify information that can be used on a personal basis (example: 911, home phone number)	<input type="checkbox"/>	<input type="checkbox"/>
8. Explore what makes various audio or visual presentations appealing. (example: color, sound effects)	<input type="checkbox"/>	<input type="checkbox"/>
9. Use visual organizers to remember everyday information. (example: labels, calendar, helper charts)	<input type="checkbox"/>	<input type="checkbox"/>
10. Ask appropriate questions	<input type="checkbox"/>	<input type="checkbox"/>
11. Restate what others say to demonstrate recall	<input type="checkbox"/>	<input type="checkbox"/>
12. Use patterns to recall information. (example: alphabet song)	<input type="checkbox"/>	<input type="checkbox"/>

FIRST GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Follow two and three step oral directions	<input type="checkbox"/>	<input type="checkbox"/>
2. Recognize and demonstrate the importance of focusing on the speaker when listening	<input type="checkbox"/>	<input type="checkbox"/>
3. Use appropriate volume and tone of voice when interacting with others	<input type="checkbox"/>	<input type="checkbox"/>
4. Summarize what others say with courtesy and respect	<input type="checkbox"/>	<input type="checkbox"/>
5. Respond appropriately to practical non-verbal signals (example: flashing lights, street crossings)	<input type="checkbox"/>	<input type="checkbox"/>
6. Distinguish between true and false information	<input type="checkbox"/>	<input type="checkbox"/>
7. Explore ways to find factual information (example: encyclopedias, CD-ROM, Discovery Channel)	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe pertinent information that can be used on a personal basis (example: addresses, phone numbers, emergency information)	<input type="checkbox"/>	<input type="checkbox"/>
9. Describe what makes various audio or visual presentations appealing (example: graphics, animation)	<input type="checkbox"/>	<input type="checkbox"/>
10. Use visual cues to remember pertinent information. (example: calendars)	<input type="checkbox"/>	<input type="checkbox"/>
11. Ask appropriate questions to clarify information	<input type="checkbox"/>	<input type="checkbox"/>
12. Restate information in a sequence similar to how it was presented (example: simple directions)	<input type="checkbox"/>	<input type="checkbox"/>
13. Apply vocal patterns to information for recall. (example: rhymes, songs, rhythm)	<input type="checkbox"/>	<input type="checkbox"/>

SECOND GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Follow three and four step oral directions	<input type="checkbox"/>	<input type="checkbox"/>
2. Summarize main points presented with courtesy and respect when responding to others	<input type="checkbox"/>	<input type="checkbox"/>
3. Observe and note the gestures and facial expressions used by the speaker	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate words and expressions when responding to the actions or statements of others	<input type="checkbox"/>	<input type="checkbox"/>
5. Compare related information from different sources (example: television, videos)	<input type="checkbox"/>	<input type="checkbox"/>
6. Describe the impact of true and false information	<input type="checkbox"/>	<input type="checkbox"/>
7. Find and use different types of information (example: CD-ROM, audio-cassettes, Internet)	<input type="checkbox"/>	<input type="checkbox"/>
8. Describe the components of appealing audio or visual presentations (example: graphics, animation, layout, music)	<input type="checkbox"/>	<input type="checkbox"/>
9. Use visual organizers to remember pertinent information (example: daily class schedule, calendar)	<input type="checkbox"/>	<input type="checkbox"/>
10. Ask different types of questions for different purposes (example: directions, clarification)	<input type="checkbox"/>	<input type="checkbox"/>
11. Paraphrase information shared by others	<input type="checkbox"/>	<input type="checkbox"/>
12. Restate information heard in a logical and understandable sequence	<input type="checkbox"/>	<input type="checkbox"/>
13. Create or use rhymes/patterns to recall important information (example: I before E except after C)	<input type="checkbox"/>	<input type="checkbox"/>

THIRD GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD	YES	NO
1. Listen and respond thoughtfully and respectfully to others	<input type="checkbox"/>	<input type="checkbox"/>
2. Listen attentively by making eye contact and facing the speaker	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask questions to learn the speaker's point-of-view	<input type="checkbox"/>	<input type="checkbox"/>
4. Recognize and interpret non-verbal cues (example: facial expressions, gestures, posture)	<input type="checkbox"/>	<input type="checkbox"/>
5. Use descriptive words when responding to the actions of others in problem-solving/ conflict resolution situations	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify various approaches used in media to influence the listener or viewer	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine if information presented is speaker opinion or verifiable fact	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify information that can mislead the listener/viewer (example: advertising infomercials)	<input type="checkbox"/>	<input type="checkbox"/>
9. Compare like types of information are from different sources (example: CD-ROM, radio, television)	<input type="checkbox"/>	<input type="checkbox"/>
10. Retell, paraphrase, and explain what has been said by a speaker	<input type="checkbox"/>	<input type="checkbox"/>
11. Connect prior knowledge and experience to what is seen or heard	<input type="checkbox"/>	<input type="checkbox"/>
12. Identify the musical elements of literary language (example: rhymes, repeated sounds)	<input type="checkbox"/>	<input type="checkbox"/>
13. Restate information in a logical and sequential order	<input type="checkbox"/>	<input type="checkbox"/>
14. Categorize information according to specific topic or subject	<input type="checkbox"/>	<input type="checkbox"/>

FOURTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD	YES	NO
1. Respond courteously and respectfully to the ideas and thoughts of others	<input type="checkbox"/>	<input type="checkbox"/>
2. Listen and share responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask questions to determine the intended meaning and purpose of the speaker's message	<input type="checkbox"/>	<input type="checkbox"/>
4. Observe and assess various non-verbal cues (example: gestures, body language, facial expressions)	<input type="checkbox"/>	<input type="checkbox"/>
5. Listen in group settings to aid in specifying goals, devising solutions, and choosing the best course of action	<input type="checkbox"/>	<input type="checkbox"/>
6. Analyze the role of the media in focusing attention and in forming opinion	<input type="checkbox"/>	<input type="checkbox"/>
7. Distinguish between facts and opinions	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify false or misleading information in oral and electronic presentations	<input type="checkbox"/>	<input type="checkbox"/>
9. Determine ways of assessing information for accuracy (example: research, investigation)	<input type="checkbox"/>	<input type="checkbox"/>
10. Summarize major ideas and supporting evidence presented in spoken messages and formal presentations	<input type="checkbox"/>	<input type="checkbox"/>
11. Connect prior experiences, insights, and ideas to what is heard or seen	<input type="checkbox"/>	<input type="checkbox"/>
12. Record information while listening	<input type="checkbox"/>	<input type="checkbox"/>
13. Paraphrase what others have said for clarification	<input type="checkbox"/>	<input type="checkbox"/>
14. Use various references or sources to determine if information is valuable (example: encyclopedia, periodicals)	<input type="checkbox"/>	<input type="checkbox"/>

FIFTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Understand the appropriateness of various listening behaviors in different social situations (example: plays, concerts, lectures, talking with friends)	<input type="checkbox"/>	<input type="checkbox"/>
2. Listen, draw conclusions, and share responses in subject-related group learning activities	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask questions to understand the speaker's point-of-view and clarify non-verbal messages	<input type="checkbox"/>	<input type="checkbox"/>
4. Interpret gestures and facial expressions meant to support, accentuate, or dramatize verbal message	<input type="checkbox"/>	<input type="checkbox"/>
5. Use active listening skills when determining goals, responsibilities, and progress in various group settings	<input type="checkbox"/>	<input type="checkbox"/>
6. Analyze media as information provider, entertainer, persuader, informer, and/or transmitter of culture	<input type="checkbox"/>	<input type="checkbox"/>
7. Distinguish between fact and speaker opinion	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify and analyze persuasive techniques used in oral presentations and media messages (example: promises, dares and flattery, glittering generalities, logical fallacies)	<input type="checkbox"/>	<input type="checkbox"/>
9. Identify ways to determine the reliability of information (example: research, support, proof)	<input type="checkbox"/>	<input type="checkbox"/>
10. Summarize information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>
11. Connect information with prior knowledge and experience for effective recall	<input type="checkbox"/>	<input type="checkbox"/>
12. Paraphrase the communication of others to clarify the intended message	<input type="checkbox"/>	<input type="checkbox"/>
13. Organize information according to topic or subject	<input type="checkbox"/>	<input type="checkbox"/>
14. Restate multi-step oral instructions/directions	<input type="checkbox"/>	<input type="checkbox"/>

SIXTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Describe appropriate listening behaviors in various social situations (example: concerts, plays, classrooms)	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask questions to seek clarification of ideas	<input type="checkbox"/>	<input type="checkbox"/>
3. Summarize, respond to, and evaluate group activities	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe and clarify the personal feelings evoked by the non-verbal communication of others	<input type="checkbox"/>	<input type="checkbox"/>
5. Distinguish between intentional and unintentional non-verbal communication	<input type="checkbox"/>	<input type="checkbox"/>
6. Examine the reliability and authority of speaker information	<input type="checkbox"/>	<input type="checkbox"/>
7. Determine the effect of images, text, and sound in electronic journalism	<input type="checkbox"/>	<input type="checkbox"/>
8. Distinguish between fact and fiction in various forms of oral or visual communication	<input type="checkbox"/>	<input type="checkbox"/>
9. Recognize the use of subliminal messages in various aspects of communication	<input type="checkbox"/>	<input type="checkbox"/>
10. Identify false and misleading information in oral and electronic presentations	<input type="checkbox"/>	<input type="checkbox"/>
11. Use questions to clarify instructions and directions	<input type="checkbox"/>	<input type="checkbox"/>
12. Classify information received according to subject or topic for effective retention	<input type="checkbox"/>	<input type="checkbox"/>
13. Use various sources to determine if information is relevant or useful (example: journals, encyclopedia, CD-ROM)	<input type="checkbox"/>	<input type="checkbox"/>
14. Combine new information with prior knowledge for recall	<input type="checkbox"/>	<input type="checkbox"/>

SEVENTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Demonstrate appropriate listening behaviors in various social situations (example: school events, assemblies, classrooms)	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask specific questions to seek elaboration and clarification of ideas and opinions	<input type="checkbox"/>	<input type="checkbox"/>
3. Use appropriate listening and interpersonal skills in various group situations (example: goal setting, assigning responsibilities)	<input type="checkbox"/>	<input type="checkbox"/>
4. Understand the use of non-verbal skills when communicating with others (example: eye contact, posture, gestures)	<input type="checkbox"/>	<input type="checkbox"/>
5. Determine the accuracy or validity of speaker information	<input type="checkbox"/>	<input type="checkbox"/>
6. Consider the influence of images, text, and sound in print/electronic journalism	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify persuasive and propaganda techniques used in television and other media	<input type="checkbox"/>	<input type="checkbox"/>
8. Identify the use of subliminal messages in various forms of communication	<input type="checkbox"/>	<input type="checkbox"/>
9. Recognize how interpretation of literal and figurative meaning can be misleading within electronic communication (example: illusion, advertisement, dramatic action)	<input type="checkbox"/>	<input type="checkbox"/>
10. Ask questions designed to elicit information as evidence to validate a specific message	<input type="checkbox"/>	<input type="checkbox"/>
11. Organize information received according to subject or topic for greater retention	<input type="checkbox"/>	<input type="checkbox"/>
12. Use specific sources to determine the relevance or usefulness of information (example: periodicals, newspapers, CD-ROMs)	<input type="checkbox"/>	<input type="checkbox"/>
13. Relate new information to prior knowledge for effective recall	<input type="checkbox"/>	<input type="checkbox"/>

EIGHTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Use appropriate listening skills in various large and small group settings (example: school sponsored concerts, plays, team projects)	<input type="checkbox"/>	<input type="checkbox"/>
2. Ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions	<input type="checkbox"/>	<input type="checkbox"/>
3. Use listening skills in group settings to share responsibility for a team project, set goals, choose solutions, monitor progress, and meet goals	<input type="checkbox"/>	<input type="checkbox"/>
4. Compare/contrast the influence of the speaker's verbal and non-verbal communication on listener response	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluate the credibility of the speaker's message (example: hidden agendas, slanted or biased material)	<input type="checkbox"/>	<input type="checkbox"/>
6. Analyze the way visual image-makers represent meaning (example: graphic artists, illustrators, news photographers)	<input type="checkbox"/>	<input type="checkbox"/>
7. Compare how different information sources cover the same situation or event (example: newspapers, journals, television)	<input type="checkbox"/>	<input type="checkbox"/>
8. Determine the use of subliminal messages in various aspects of communication	<input type="checkbox"/>	<input type="checkbox"/>
9. Analyze how electronic media uses literal and figurative meanings to influence audience interpretation (example: illusion, dramatic action)	<input type="checkbox"/>	<input type="checkbox"/>
10. Use various questioning strategies to comprehend and recall information	<input type="checkbox"/>	<input type="checkbox"/>
11. Classify information received according to subject or topic for effective retention	<input type="checkbox"/>	<input type="checkbox"/>
12. Use recognized sources to determine the relevance or usefulness of information (example: books, encyclopedias, periodicals, newspapers, CD-ROMs)	<input type="checkbox"/>	<input type="checkbox"/>
13. Connect information received to prior knowledge for effective retention and recall	<input type="checkbox"/>	<input type="checkbox"/>

Page 1 GRADES NINE THROUGH TWELVE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD	YES	NO
1. Evaluate the effect of different verbal cues on the impact of a message (example: speaker's diction, syntax, tone, rate, pitch, volume, quality)	<input type="checkbox"/>	<input type="checkbox"/>
2. Use interpersonal etiquette and maintain an open mind when listening and viewing	<input type="checkbox"/>	<input type="checkbox"/>
3. Ask appropriate, focused, and subject-related questions to interpret the intent of the communication	<input type="checkbox"/>	<input type="checkbox"/>
4. Summarize, restate, or paraphrase what has been presented for clarification and understanding	<input type="checkbox"/>	<input type="checkbox"/>
5. Interpret instructions and directions presented in a variety of forms and situations	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine how the clarity and organization of communication can affect the meaning of a message	<input type="checkbox"/>	<input type="checkbox"/>
7. Analyze the influence of non-verbal communication on the believability and interpretation of the message (example: distracting behaviors or habits)	<input type="checkbox"/>	<input type="checkbox"/>
8. Analyze the effect of eye contact, facial expression, gestures, and posture used in oral communication	<input type="checkbox"/>	<input type="checkbox"/>
9. Analyze the varying effects of different modes of media coverage (example: nightly news, news magazines, documentaries, Internet)	<input type="checkbox"/>	<input type="checkbox"/>
10. Evaluate the credibility of a speaker and the plausibility of the message (example: hidden agenda, slanted material, biased opinion)	<input type="checkbox"/>	<input type="checkbox"/>
11. Analyze strategies used by the media to inform, persuade, entertain and represent culture (example: advertising, perpetuation of stereotypes, visual representations, special effects, language)	<input type="checkbox"/>	<input type="checkbox"/>
12. Evaluate types of evidence speakers use for credibility, validity, and relevance (example: statistics, testimonies, specific instances)	<input type="checkbox"/>	<input type="checkbox"/>
13. Analyze types of arguments used by various speakers (example: argument by causation, analogy, authority, emotion, logic)	<input type="checkbox"/>	<input type="checkbox"/>
14. Analyze how various techniques used to create aesthetic effects in media presentations may alter the message (example: Shakespeare's Henry V to Kenneth Branagh's 1990 version)	<input type="checkbox"/>	<input type="checkbox"/>
15. Distinguish between various forms of logical and critical thinking used in persuasion/debate (example: inductive and deductive reasoning, reasoning from syllogisms and analogies)	<input type="checkbox"/>	<input type="checkbox"/>

Page 2 GRADES NINE THROUGH TWELVE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
16. Understand the use of various language techniques (example: labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, and unsupported arguments)	<input type="checkbox"/>	<input type="checkbox"/>
17. Use appropriate, recognized sources to validate the credibility and reliability of information (example: books, journals, experts)	<input type="checkbox"/>	<input type="checkbox"/>
18. Paraphrase the speaker's purpose and point-of-view for clarification and comprehension	<input type="checkbox"/>	<input type="checkbox"/>
19. Ask relevant questions concerning content and meaning of information for increased comprehension and retention	<input type="checkbox"/>	<input type="checkbox"/>
20. Use various grouping, ordering, and mnemonic strategies for organizing and recalling information	<input type="checkbox"/>	<input type="checkbox"/>
21. Use note-taking techniques to record, synthesize, and retrieve information	<input type="checkbox"/>	<input type="checkbox"/>
22. Recognize and use logical patterns of organization for effective recall (example: chronological order, topical, cause/effect)	<input type="checkbox"/>	<input type="checkbox"/>