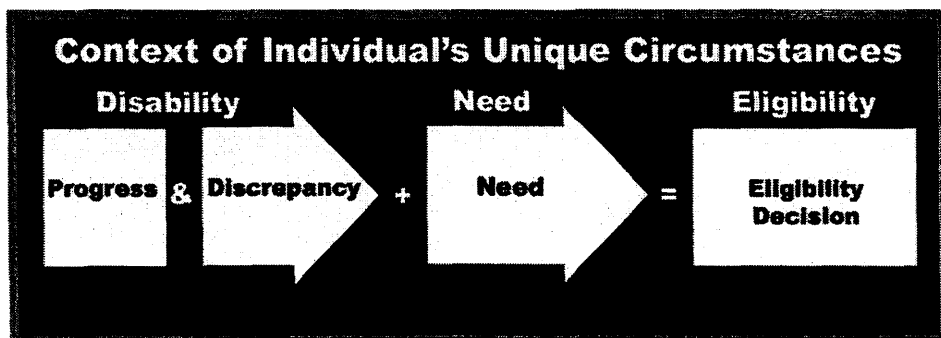


Iowa Speech-Language Services Child Find, Eligibility and Exit Guidance Document

Technical Assistance Guide Part B IDEA 04



Program Consultant Speech and Language Programs
Iowa Department of Education
Updated August 10th, 2009

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Use of Iowa Speech-Language Pathology Support Services Guidance Documents

The Iowa Speech-Language Pathology (SLP) Services Eligibility-Exit Guidance Document, SLP Guide for Determining the Need for SLP Support Services, Role of SLP in the GEI Process, Iowa SLP Support Services Possible Triggers to Consider for Full and Individual Evaluation, Parent and Student Checklists and Universal Screenings, The Communication Profile, the Iowa SLP Service Delivery Options, the Speech-Language Pathology IEP Minutes and Frequency Rubric are valuable tools for describing the student's speech-language skills, communicating with IEP team members, and assuring a level of decision making consistency among speech-language pathologists in the state.

The information derived from these documents does not guarantee special education eligibility; rather, it describes speech-language information from a variety of sources in consistent terms for each individual student.

The IEP team will consider multiple sources of information along with information obtained from these and other appropriate documents as it determines eligibility for speech-language pathology support services.

Eligibility is based on

- (1) the presence of a speech-language disability (rate of progress and discrepancy from peers), that adversely affects a child's educational performance and,
- (2) that results in the need for special education speech-language pathology support services (specially designed instruction).

These guidance documents and tools do not specify or predict a certain level of service. Please use these documents to support and collect data for your recommendations. The level of service is determined by the student's goals and specified by the IEP team.

Included with this training is a CD that contains electronic copies of this Manual, Sample Forms and PowerPoint for trainers to use and add information specific to your AEA when training.

Section I:
Role of a Speech-Language Pathologist
in the
Child Find Process

Role of a Speech-Language Pathologist (SLP) in the Child Find Process

Highlights of the DRAFT PROPOSED IOWA RULES as of July 2009

281—41.111(256B,34CFR300) Child find.

41.111(1) General. All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities who attend private schools, regardless of the severity of their disability, and who are in need of special education and related services, must be identified, located, and evaluated; and a practical method must be developed and implemented to determine which children are currently receiving needed special education and related services.

41.111(2) High quality general education instruction; general education interventions.

a. As a component of efficient and effective, high quality general education instruction, it shall be the responsibility of the general education program of each LEA to provide additional support and assistance to all students who may need such additional support and assistance to attain the educational standards of the LEA applicable to all children. Receipt of such additional support and assistance, standing alone, does not create a suspicion that a child is an eligible individual under this chapter. **Activities under this paragraph shall be provided by general education personnel, with occasional or incidental assistance from special education instructional and support personnel.**

b. General education interventions, involving activities described in rule 41.312(256B,34CFR300), are a recognized component of an AEA's child find policy under 41.407(1) and procedures under 41.407(2).

41.111(5) Evaluation required when disability is suspected. At the point when a public agency suspects a child is a child with a disability under this chapter, the public agency must seek parental consent for an initial evaluation of that child, pursuant to 41.300(1).

41.111(6) Rule of construction: "suspicion of a disability." As a general rule, a public agency suspects a child is a child with a disability when the public agency is aware of facts and circumstances that, when considered as a whole, would cause a reasonably prudent public agency to believe that the child's performance might be explained because the child is an eligible individual under this chapter.

****Please replace this page with the approved final rules when released.**

A disability requiring the services of special education is suspected, triggering the need for a Full and Individual Initial Evaluation, when:

- the child's educational performance falls persistently below state approved standards or typical developmental or behavioral expectations for age and grade level, and
- the child's performance is unique when compared to others in the same setting (i.e. more characteristic of a very small subgroup of the population), and
- there are no other plausible explanations (i.e. lack of appropriate instruction or access, poor attendance, language or cultural differences) to account for the child's educational performance.

If the answer to these questions is "yes" then it is reasonable to suspect that a disability exists. Parental consent to conduct a Full and Individual Initial Evaluation must be sought.

If the answer to any of these questions is "no" then it reasonable to assume that disability is not suspected. If the parent requested an evaluation a Prior Written Notice of the decision to NOT conduct an evaluation must be provided to the parent.

SLP's should review the *2009-10 Statewide AEA Special Education Procedural Manual* for additional and specific information on the following forms:

- Disability Suspected Form
- Consent for/Notice of Full and Individual Evaluation (FIE)

What the Iowa Code and IDEA say about screening:

*281—41.302(256B,34CFR300) Screening for instructional purposes is not evaluation. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

Role of a Speech-Language Pathologist (SLP) in the Child Find Process

Activity	Child Find	Required Paperwork	<u>Acceptable</u> role of SLP <i>occasional or incidental assistance</i>	<u>Unacceptable</u> role of SLP
Core Instruction	Child Find	Required district documentation	<ul style="list-style-type: none"> ■ Consult, collaborate and brainstorm academic and behavioral program development ■ Model teach /coach regular education teacher/parent skill groups in GE/home ■ Conduct observations of individual students ■ Provide information on the role of speech-language in literacy ■ Universal screenings for instructional purposes* 	<ul style="list-style-type: none"> ■ Include students in a designated special education instructional group ■ Serve as a GEI (RtI-IDM-IPlan) case manager
Core Plus Supplemental Interventions	Child Find	Required district documentation	Same as above	Same as above
Core Plus Intensive Interventions	Child Find	Required district documentation	Same as above	<ul style="list-style-type: none"> ■ Take over as the GEI case manager ■ Collect and organize progress-monitoring data for students in GEI skill groups ■ Include non-special education student in a designated special education or non-special education group for diagnostic teaching, instruction and/or progress monitoring
Special Education Full and Individual Evaluation (FIE)/Special Education	FIE	<ul style="list-style-type: none"> ■ Disability Suspected Worksheet ■ Consent for/Notice of Full and Individual Evaluation (FIE) ■ Data Collection ■ Meeting Notice <p>Referrer to AEA Special Education Procedural Manual regarding these forms.</p>	<ul style="list-style-type: none"> ■ <u>Within the 60 calendar day timeline</u> the SLP will assume duties consistent with special education FIE, RIOT, ICEL and I Plan (if needed) to collect multi-source data to support possible special education eligibility- (disability and need) 	

Section II:

Iowa Speech-Language Pathology Support Services

Possible Communication Triggers to Consider for Full and Individual Evaluation

Iowa Speech-Language Pathology Support Services
Possible Communication Triggers to Consider for Full and Individual Evaluation

Language Triggers:

- No progress or limited progress documented during core plus general education intervention (GEI); gap continues and/or widens
- Significant discrepancy compared to age/grade peers or developmental milestones
- Rate of progress less than age/grade peers
- Progress is being made but resources needed to maintain core plus GEI intervention are beyond what is reasonable in the general education setting, i.e., materials, staff knowledge/expertise, etc.
- Iowa Speech-Language Pathology Services Eligibility and Exit Guidance Document 2009 and Communication Profile indicate areas of concern.

Articulation Triggers:

- Atypical speech sound errors
- Multiple articulation errors
- Lateral sounds
- Unintelligible preschoolers
- Organic abnormalities (cleft, hypernasality etc.)
- Apraxia of speech
- Dysarthria of speech
- Consider performance compared to normative data on sound development and phonological processes

Fluency Triggers:

- Child is frustrated with communication
- Teacher/parent report secondary behaviors
- Classroom observation indicates dysfluencies interfere with oral participation and classroom discussions
- Child verbally gets stuck or withdraws when trying to express self orally
- Student is reluctant or refuses to orally participate in class
- Parent reports to teacher a family history of stuttering
- Teacher reports dysfluencies negatively affects classroom performance
- Child is aware and bothered by his/her dysfluencies
- Classroom observation indicates dysfluencies such as part word/whole word repetitions, prolongations, hesitations, blocks and delayed onset of phonation which are not considered "normal dysfluencies"
- Age of onset of dysfluencies
- Dysfluencies worsened over time since dysfluencies first appeared/noticed by parent/teacher

Voice Triggers:

- Atypical voice pattern for more than three weeks
- Diagnosed voice pathology

This child is suspected of having a disability because:

- the child is affected by a health or physical condition or a functional limitation that adversely affects educational performance (e.g., a progressive condition, a condition strongly associated with adverse effects on developmental progress or educational performance)
- there has been a significant status change due to a health or medical condition, injury, etc. – for example a traumatic brain injury
- there is an obvious and immediate need for service that is only available through special education – for example, sudden loss of sight requiring Braille and orientation and mobility instruction

A disability requiring the services of special education is suspected, triggering the need for a Full and Individual Initial Evaluation, when:

- the child's educational performance falls persistently below state approved standards or typical developmental or behavioral expectations for age and grade level, and
- the child's performance is unique when compared to others in the same setting (i.e. more characteristic of a very small subgroup of the population), and,
- there are no other plausible explanations (i.e. lack of appropriate instruction or access, poor attendance, language or cultural differences) to account for the child's educational performance.

If the answer to these questions is “yes” then it is reasonable to suspect that a disability exists. Parental consent to conduct a Full and Individual Initial Evaluation must be sought.

If the answer to any of these questions is “no” then it reasonable to assume that disability is not suspected. If the parent requested an evaluation a Prior Written Notice of the decision to NOT conduct an evaluation must be provided to the parent.

Section III

Iowa Speech-Language Pathology Support Services

A Decision Making Tool for Eligibility and Exit Purpose Document

Iowa Speech-Language Pathology Support Services A Decision Making Tool for Eligibility and Exit

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Iowa Speech-Language Pathology Support Services

A Decision Making Tool for Eligibility and Exit

2009

The primary purpose of the Iowa Speech-Language Pathology (SLP) Special Education Services Eligibility-Exit Guidance Document is to provide a template for the development of SLP eligibility-exit guidance with recommended elements to be considered which comply with federal and state special education laws. This guidance document is in compliance with the IDEA 04, Iowa Administrative Rules of Special Education 2007 and Iowa's Special Education Eligibility Standards 2006 and should serve as reference material for any SLP needing access to compliance information. The intent of this document is to serve as a tool for describing the child's speech-language concerns, communicating with IEP team members, and assuring decision making consistency among speech-language pathologists in the state. The information derived from the document does not guarantee eligibility; rather, it describes speech-language information from a variety of sources in consistent terms so that conversations, professional learning, and planning can be focused on improved results for students.

Purpose

This guidance document will encourage SLPs to actively participate as members of educational teams that include parents so that the interconnectedness of language and learning are understood and considered in developing children's educational plans. Directly and indirectly, SLPs are in a unique position to support children's communication, language and literacy skills including speaking and listening as outlined in the Iowa Early Learning Standards and Iowa Core Curriculum Essential Concepts and Skill Sets.

The second purpose of the guidance document is to support effective educational practices using research based decision-making tools to insure accountability for improved outcomes for students identified with communication concerns. The Iowa Speech-Language Pathology Services Eligibility and Exit Guidance Document have identified these priorities:

1. Evidence based decision making within a multi-source data collection process should be used at all levels from district and school improvement plans to planning instruction for individual children.
2. Based on these beliefs, an individual student plan will begin with the provision of an array of general education core interventions (GEI) that support the development of one coherent plan for all students and that all students should be held to similar standards as, and be educated with, their

non-disabled peers to the maximum extent appropriate before special education services will be considered.

3. Among the recommended features are a flexible core curriculum within the context of system standards, a trained and diverse teacher and support staff population, a collaborative effort to serve all students and an end to labeling students as a way to remove them from general education classrooms to receive services.
4. Services provided in and by general education through a GEI providing rigorous core plus instruction should be the first option considered for **all students**. This encourages the creation of innovative instructional models which addresses the needs of all students.
5. Professional learning should be supported through effective professional learning opportunities; learning is a part of SLPs work.

What do the Iowa Administrative Rules of Special Education, Speech and Language Guidance Document and IDEA 2004 say?

281--41.50(11) Speech or language impairment. "Speech or language impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. **281--41.304(2)b**. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The IEP team should consider if the student demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process. A student must demonstrate a disability by considering the rate of progress and discrepancy from peers or standard. In addition, a student must demonstrate an educational need by assessing the environment, instruction and curriculum. Multiple sources of data must converge to the same conclusion of eligibility.

"No single procedure is used as the sole criterion for determining whether the individual is an eligible individual and for determining an appropriate educational program for the individual (IDEA 04).

Goals of the Eligibility /Exit Guidance Document

The goals of The Iowa Speech-Language Pathology Services Eligibility and Exit Guidance Document are to assist Iowa Public School Speech-Language Pathologists with eligibility-exit decision- making and to promote consistency across the state for meeting the needs of students.

Defining Speech-Language Services as Special Education Support Services

281—41.86(256B.34CFR300) Speech and language support services are the specially designed instruction and activities which augment, supplement or support the educational program of eligible individuals.

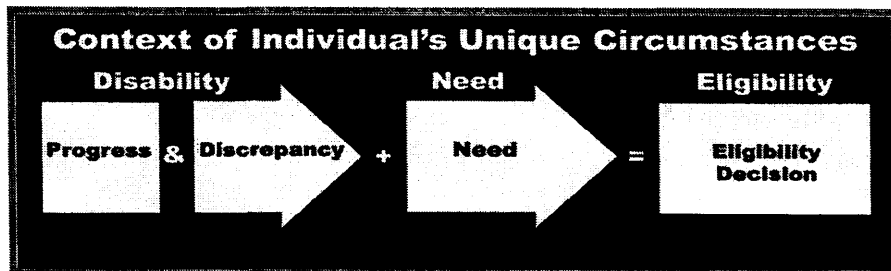
IEP Team Considerations:

1. The IEP team should consider if a student demonstrates a communication concern that **negatively impacts his/her ability to benefit from the educational process.**
2. A student must demonstrate a **disability** by looking at the **rate of progress and discrepancy from peers or standard.**
3. In addition, a student must demonstrate an **educational need** by assessing the environment, instruction and curriculum.
4. **Multiple sources** of data must converge to the same conclusion of eligibility.

What is the Educational Relevance of the Communication Disorder?

1. **Academic-** ability to benefit from the curriculum.
Examples of academic impact:
 - Oral participation in class activities
 - Inability to complete language based activities vs. non language based activities
 - Classroom listening
2. **Social-** ability to interact with peers and adults
Examples of social/emotional impact:
 - Peers tease student about communication problem
 - Student demonstrates embarrassment and /or frustration regarding communication problem
 - Student demonstrates difficulty interpreting communication intent
3. **Vocational-** ability to participate in work/job related activities.
Examples of vocational impact include:
 - Inability of student to understand/follow oral directions
 - Inappropriate response to coworker/supervisor comments
 - Unable to answer/ask questions in a coherent/concise manner

Three Major Areas of Consideration:



Asking Questions and Finding Answers

The following questions assist the IEP team's focus to the student's communication concerns:

1. Does the result of the **Full and Individual Evaluation** and/or **Intervention Plan** indicate a need for speech-language eligibility? (**completed within 60 calendar days**)
 - Student data from instructional decision making (I Plan) indicates persistent communication concern.
 - There are no additional interventions that need to be implemented in the student's present educational program/setting to address the communication concern.
 - Accommodations and modifications to general education have been implemented for this student.

Rate of Progress

2. Is the student's **pre-academic/academic, and vocational performance adversely** affected by his/her communication skills?
 - Teacher/parents voice concern about the student's communication skill and its adverse effect on the child.
 - Student avoids speaking in class, exhibits frustration or anxiety.
 - Student demonstrates inability to complete language-based activities.
 - Student demonstrates inability to understand/follow oral directions or questions.
 - Student's reading, writing or spelling skills reflect communication errors.
 - Poor grades in class due to communication concern.
 - Communication concern is related to district/grade level standard.
 - Attendance is not a problem and is not affecting academic performance

Discrepancy From Peers or Standard

3. Is the student's communication behavior **meaningful and reliably different** when compared with Iowa Core Curriculum "thresholds", developmental norms and/or peer standards?

- Observation of and comparison to other students indicate a significant difference in communication skills.
- There is a significant discrepancy from peers in the classroom, hall or playground.
- Parents and teachers report significant differences.
- Two or more phonemic errors and/or phonological processes not expected at the child's age or developmental level.
- Intelligibility is significantly impaired.
- Communication concern is readily evident even without having the teacher/parent bring it to your attention.
- The student has not received previous services for the same concern.

4. Are the student's **social interactions adversely** affected by his/her communication skills?

- Student is aware of his/her communication concern.
- Student demonstrates embarrassment and/or frustration regarding communication concern.
- Peers tease student about communication concern during speaking situations.
- Student demonstrates difficulty interpreting communication intent.
- Input from other team members in other settings indicates a concern.
- The communication concern or behavior is not attention seeking.
- Parents voice communication concern and its adverse effect on the child and family.

5. Is it **developmentally appropriate**/consistent with classroom, home, or community expectations to work on the targeted communication skill?

- Communication skill is not consistent with developmental norms.
- The communication concern is present in the student's native language.
- The communication concern is not a result of dialectical differences or from learning English as a second language

Instructional Need

6. Is there **potential** for change in the communication skill at this time?

- The student corrects communication error spontaneously.
- The student corrects error in response to being given a cue or an appropriate model to imitate.
- Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present.
- There is the likelihood that this student will not improve without speech-language services.

- There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services.
- The student is motivated to work on communication concern.

7. Are speech-language services the **only support** available to meet the student's communication needs?

- The child's present educational placement does not provide the necessary instruction for the communication need.
- Attempts to enlist the help of parents through an ongoing home program have been made.
- The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from speech-language pathologist.

* **Accommodation:** A support or service provided to help a student access the general education curriculum to facilitate learning. A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (How I teach.)

* **Modification:** A change made to the content and performance expectations in what the student is expected to learn and/ or demonstrate.

**Iowa Speech-Language Services
A Decision Making Tool
2009**

Exit Considerations Guidance Document

What the Iowa Rules and the IDEA 04 say?

Exit criteria must be individually determined for each student and must comply with IDEA. The determination that a student is no longer a student with a disability and exiting a student from services when the student no longer has a need for special education or support services requires the IEP team to convene and discuss possible changes in services. If speech-language services are the only special education services being provided or if the student is being considered for exit from all special education services, a reevaluation is required before exit/dismissal from services. IEP teams are encouraged to review existing data and determine if additional data are needed to complete the reevaluation. Exit from speech-language services is an IEP/eligibility team decision that requires parent consent.

Exit/dismissal from services may occur when the IEP team determines that:

- The child no longer has a speech-language disability; or
- Although the child has a speech-language disability, it no longer affects his/her educational performance; or
- Although the child who has received speech-language support services still has a speech-language disability, s/he does not need special education (adapted from IDEA and Your Caseload, ASHA, 2003, p. 31).

Although IEP teams are making individual student decisions about discontinuation of services, these decisions should be informed by what is known about the student and research on the efficacy of treatment. IEP teams should consider seriously the effective use of a student's learning time when they determine exit/dismissal.

It is important that student data within the IEP process drive decisions regarding speech-language services. These decisions must be made on a case by case basis determined by the instructional need of the student, rate of progress, discrepancy from peers/norms/standards and the IEP team.

Decision-making is using data to answer a question and determine next steps.

The IEP team may choose one or more of the following considerations as reason for discontinuation of speech-language services.

Rate of Progress:

- The student has met all speech-language goals and data indicate no additional needs. The IEP team determines that the child can make progress in general education without the support of speech-language services.
- Given current medical, dental, neurological, physical, emotional and/or developmental factors, the student's speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.
- The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.
- Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.
- Data indicate that the student does not demonstrate the potential for change as documented on IEP progress reports.

Discrepancy from Peers/Norms/Standards

- Data indicate that the speech-language concern no longer exists as documented on the IEP.
- Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.
- Data indicate the student is more independent and less discrepant from peers as measured on the IEP Results, of the current IEP and is ready for reintegration into the general education classroom.
- The student's communication skills are functional and effective within the student's current classroom or environment as documented on the IEP.

Instructional Need:

- The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention.
- Attendance record over a period of time and attempts to improve attendance and participation are described on the IEP.
- Parent/legal guardian of student requests that speech-language services be discontinued (consider FAPE).
- Carryover goals can be met through the efforts of teachers and other communication partners as documented on the IEP.
- Data indicate that with modifications and/or alternative methods of responding to academic/social tasks within the general education environment.

The exit decision-making process consists of three major areas of service that include best practices before, during and after a student is exited from speech-language services. SLP's can use several strategies when providing services to students that will improve reintegration services and aid in the exit process. One of the initial steps is to adhere to the use of the **Iowa Speech-Language Pathology Services Eligibility and Exit Guidance Document 2009** when considering eligibility and exit.

Initial IEP Meeting

1. Inform parents at the initial IEP meeting that the SLP provides a service that will help the student perform in the general education classroom. Provide information regarding dismissal/reintegration and the level of skills the student would need in order to be considered for dismissal.
2. Stress the *critical role of the parents and other communication partners* (parents, teachers, associates, peers) in achieving student outcomes.
3. At the initial IEP meeting inform and discuss with the parents and teachers the concept of plateau of performance- after a reasonable amount of time and when data points show no improvement in performance, dismissal may be warranted.
4. Explain to parents and teachers that "dismissal" does not mean the end of an SLP's role with a student. The SLP may continue to monitor skills, consult and collaborate or follow-up as necessary

Service Delivery Options

1. Use a variety of Service Delivery Options. Provide Services in the least restrictive environment through direct skill building, collaboration, integrated services, team teaching, etc. to promote the generalization of new skills and enable communication partners to practice skills with the student in the general education environment.
2. Access the general curriculum by establishing a planning time for all of the student's communication partners to insure that they are using shared goals, materials and resources within the general education environment.
3. Consider a flexible scheduling system to insure that a student's needs are met based on his/her current level of functioning and the most effective and efficient use of time/ maximum number of opportunities for practice of skills.

Generalization

1. Key components to be discussed at a student's initial IEP meeting will include how and when exit consideration will be anticipated and facilitated. This discussion should begin with an estimate of time needed for instruction of targeted skills and when transfer procedures to additional environments will begin. It is critical that all communication partners understand that they have a critical role in supporting a student's learning from the very beginning

- by incorporating daily practice opportunities and carryover activities to other naturalistic environments.
2. Utilize coaching strategies to enable the communication partners to cue/prompt and provide multiple practice opportunities throughout the student's day.
 3. Frequently scheduled consultation sessions should be scheduled with communication partners to assess rate of progress, program changes and continued generalization strategies.

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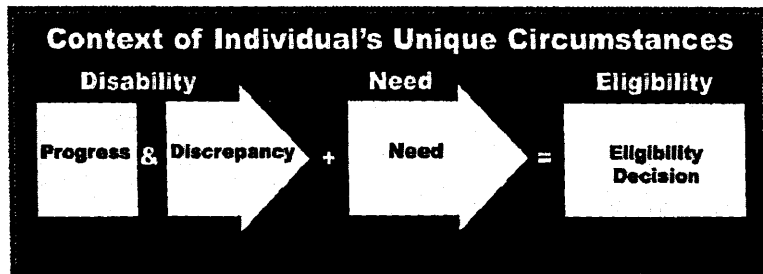
Iowa Speech-Language Pathology Services Eligibility and Exit Guidance Document 2009, Consultant Speech-Language Services, Iowa Department of Education

Section IV:
Iowa Speech-Language Pathology
Support Services
Eligibility and Exit Guidance
Document

This is an optional form for SLPs to use to collect information for the mandatory EER.

**Iowa Speech-Language Services/Special
Education
Eligibility and Exit Guidance Document
Power Point Training**

Iowa Speech-Language/Special Education Services Eligibility and Exit Guidance Document



1

Purpose of the SL Special Education Eligibility /Exit Guidance Document

- to provide a template for the development of speech-language pathology eligibility/exit decision making guidance with recommended elements to be considered which comply with federal and state regulations.
- to support effective educational practices using evidenced based decision-making tools to insure accountability for improved outcomes for students identified with communication concerns.

2

Changes in Special Education procedures 2009-10

Prior to consideration of a full and individual evaluation (FIE):

➤ Evidence based decision making within a problem solving process will be used at all tiers (Core Plus) by and in general education:

- Tier 1: Core classroom instruction
- Tier 2: Core plus strategic interventions
- Tier 3: Core plus intensive intervention



Special Education Staff Involvement with FEI and 60 day timeline begins.

3

Iowa's Priorities...

1. All students will be provided a rigorous core plus curriculum within general education environment (GEI).
2. Evidence based decision making within a student centered multi-source data collection process should be used at all levels for individual students as part of the eligibility process.
3. All students should be held to similar standards as, and be educated with their non-disabled peers to the maximum extent appropriate. (LRE)

4



Priorities:

Among the recommended features of this plan include:

- a flexible curriculum within the context of system standards
- a trained and diverse teacher and support staff population
- a collaborative effort to serve students
- an end to labeling students as a way to remove them from general education classrooms to receive services

5



Priorities...

- ✓ Services provided in general education through a (GEI) or special education supplementary aids and services should be the first option considered for any disabled student, to the greatest extent possible.
- ✓ This encourages the creation of innovative instructional models which maintain the least restrictive environment (LRE) and more closely addresses student needs.

6

Goals of the Eligibility/Exit Guidance Document

- Assist Iowa Public School Speech-Language Pathologists with eligibility/exit decision- making decisions
- Promote consistency across the state in determining eligibility and link assessment procedures to evidenced based instructional strategies to improve student outcomes.

7

How Are Support Services Defined?

- **Speech-Language Support Services are defined as:**
 - ✓ 281—41.409(256B,34CFR300) Support services are the specially designed instruction and activities that augment, supplement or support the educational program of eligible individuals.
- **They are intended to assist the student with:**
 - ✓ meeting the objectives of his/her instructional program
 - ✓ opportunities to be involved in the general education curriculum
 - ✓ opportunities to experience success in his or her classroom setting and to be educated with non-disabled peers.

8

IEP Team Considerations

The IEP team should consider whether or not data from multiple sources of information converge to support the recommendation of Speech/Language eligibility by confirming that the student:

- demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process
- demonstrates a disability based on supporting data documenting the student's rate of progress and discrepancy from peers or standard
- demonstrates an educational need by gathering multi-source data from the student's **environment, instruction and curriculum.**

9

What is the Educational Relevance of the Communication Disorder?

- Social
- Academic
- Vocational

10



Academic

- Ability to benefit from the curriculum
- Examples of academic impact:
 - Lack of oral participation in class activities
 - Has difficulty getting information, asking questions, and asking for assistance
 - Inability to complete language based activities vs. non language based activities
 - Demonstrates difficulty following directions
 - Makes comments that are not appropriate for the context of the discussion

11



Social

- Ability to interact with peers and adults
- Examples of social/emotional impact:
 - Student is aware of communication problem and is concerned
 - Peers tease student about communication problem
 - Student demonstrates embarrassment and /or frustration regarding communication problem
 - Student demonstrates difficulty interpreting communication intent

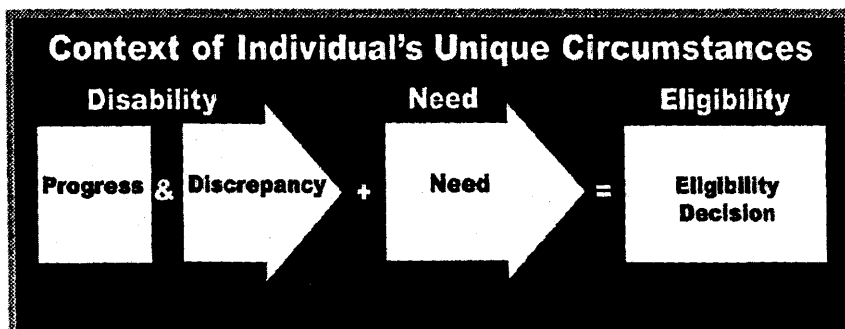
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Vocational

- Ability to participate in work/job related activities
- Examples of vocational impact include:
 - Inability of student to understand/follow oral directions
 - Inappropriate response to coworker/supervisor comments
 - Unable to answer/ask questions in a coherent/concise manner

13

Major Areas of Consideration:



14



How is the document organized?

Questions:

The guiding questions on the Eligibility/Exit Document are categorized under the areas of:

1. Rate of progress
2. Discrepancy from peers/standard
3. Instructional need

The questions are used to help the IEP team focus on the student's communication concerns

Each question is followed by statements that are supported with data

When a preponderance of statements are checked below each question, the information will support the recommendation that is being made by the SLP

15



Question # 1:

1. Does the result of the **Full and Individual Evaluation (FIE) &/ or (GEI) intervention plan and additional assessment data** indicate a need for speech-language eligibility?

16

Rate of Progress

2. Is the student's pre-academic/academic, and vocational performance adversely affected by his/her communication skills?

Student performance or progress appear to be unusual when compared with peers or standard, reliable over time, and meaningful in terms of interference with educational progress and/or social adjustment, and cannot be attributed to lack of scientifically based instruction in reading, lack of instruction in math, limited English proficiency, or racial or ethnic diversity.

17

Discrepancy from Peers/Standards

3. Does the student's communication behavior differ significantly when compared with community, school and/or peer standards?

4. Are the student's social interactions adversely affected by his/her communication skills?

5. Is it developmentally appropriate/consistent with classroom, home, or community expectations to work on the targeted communication skill?

18




Instructional Need

6. Is there potential for change in the communication skill at this time?

7. Are speech-language services the only support available to meet the student's communication needs?

19



Exit Considerations for Speech/Language Services

What do Iowa Special Education Rules and IDEIA 2004 say?

- Reevaluation of a student is required to determine that a child no longer has a disability.

- Reevaluation should include current performance data and IEP progress data. Exit decisions must be individualized, based on developmental norms, progress data collected, assessment information and the current best practices as determined by the IEP Team.

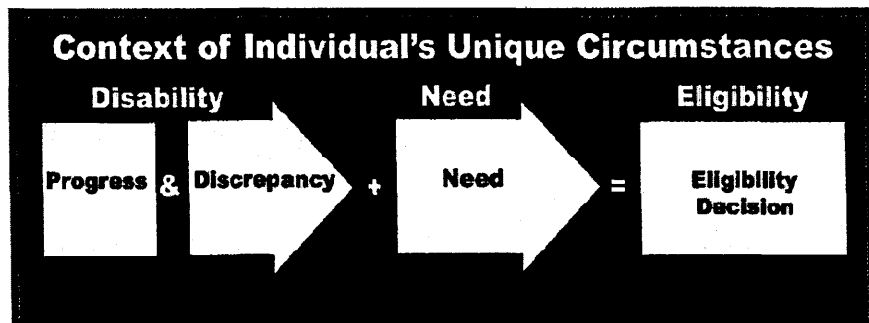
20

IEP Process Drives Decision Making

- The IEP process must drive decisions regarding the recommendation for speech-language support services.
- The IEP team will make decisions on a case by case basis using data to support a student's instructional need, rate of progress, and discrepancy from peers/norms/standards.
- Decision making uses data to answer questions and determine next steps.

21

Considerations for Exit from Speech/Language Services



22



Rate of Progress

1. The student has met all speech-language goals and data indicate no additional needs. The IEP team determines that the child can make progress in general education without the support of speech-language services.
2. The student no longer requires special education services because his/her needs can be met in the general education setting without special education supports.

23



Rate of Progress....

3. Given current medical, dental, neurological, physical, emotional and/or developmental factors, the student's speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.

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Rate of Progress

4. The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented over time. Lack of progress is specified and documented on the IEP.

25

Rate of Progress.....

5. Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented over time on the IEP.
6. Data indicate that the student does not demonstrate the potential for change as documented on IEP progress reports.

26



Discrepancy from Peers/Standards

1. Data indicate that the speech-language concern no longer exists as documented on the IEP.
2. Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.

27



Discrepancy from Peers.....

3. Data indicate the student is more independent and less discrepant from peers as measured on the IEP Results of the current IEP and is ready for reintegration into the general education classroom.
4. The student's communication skills are functional and effective within the student's current classroom or environment as documented on the IEP.

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Instructional Need

1. The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention.
2. Attendance record over a period of time and attempts to improve attendance and participation are described on the IEP.
3. Parent/legal guardian of student requests that speech-language services be discontinued (consider FAPE).

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Instructional Need.....

4. Carryover goals can be met through the efforts of teachers and other communication partners as documented on the IEP.
5. Data indicate that with modifications and/or alternative methods of responding to academic/social tasks that the student performs satisfactorily within the general education environment.

30

How do we use the document to assist us in making decisions regarding eligibility and exit ?

- The information derived from these documents does not guarantee eligibility; rather, it describes speech-language information from a variety of sources in consistent terms.
- The IEP team will consider multiple sources of information, GEI, FIE along with information obtained from this document and others to assist in determining eligibility for speech-language pathology support services.

31

How do we use the document to assist us in making decisions regarding eligibility and exit ?

- Eligibility is based on
 - (1) **the presence of a speech-language disability (rate of progress and discrepancy from peers), that adversely affects a child's educational performance and,**
 - (2) **that results in the need for special education speech-language pathology support services (specially designed instruction).**
- This guidance document and other tools do not specify or predict a certain level of service. Please use this guidance document to support and collect data for your recommendations. The level of service is determined by the student's goals and specified by the IEP team.

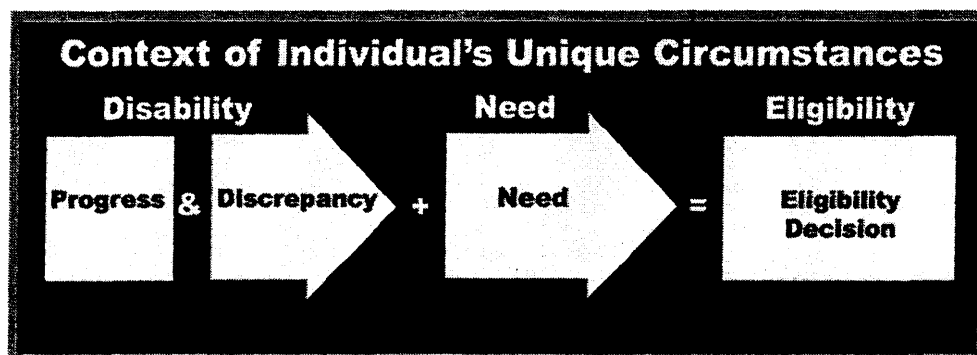
32

Questions?



**Iowa Speech-Language Pathology
Support Services
Eligibility and Exit Guidance
Document**

Iowa Speech-Language Pathology Support Services Eligibility and Exit Guidance Document



The IEP team should consider if the student demonstrates a communication concern that negatively impacts a student's ability to benefit from the educational process in all three areas: rate of progress, discrepancy from peers or standard and instructional need.

This is an optional form for SLPs to use to collect information for the mandatory EER form

2009

Iowa Speech-Language Pathology (SLP) Special Education Support Services Eligibility Questions

Student: _____ Birthdate: _____ Building: _____ Date: _____

281--41.50(11) Speech or language impairment. "Speech or language impairment" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. **281--41.304(2) b.** Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The IEP team should consider if the student demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process. A student must demonstrate a disability by considering the rate of progress and discrepancy from peers or standard. In addition a student must demonstrate an educational need by assessing the environment, instruction and curriculum. Multiple sources of data must converge to the same conclusion of eligibility.

Check Boxes Supported by Data

Evidence/Comments

<p>1. Does the result of the <u>Full and Individual Evaluation</u> and/or <u>Intervention Plan</u> indicate a need for speech-language eligibility? (completed within 60 calendar days)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student data from instructional decision making (GEI, FIE and or I Plan) indicates persistent communication concern. <input type="checkbox"/> There are no additional interventions that need to be implemented in the student's present educational program/setting to address the communication concern. <input type="checkbox"/> Accommodations and modifications to general education have been implemented for this student. 	<p>List student data from instructional decision making plan that indicates a disability and need for service in the areas of: rate of progress, discrepancy from peers or standard and instructional need.</p> <p>Progress Monitoring Data:</p> <p>Accommodations:</p> <p>Modifications:</p>
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RATE OF PROGRESS

COMMENTS

<p>2. Is the student's <u>pre-academic/academic, and vocational performance</u> <u>adversely</u> affected by his/her communication skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher/parents voice concern about the student's communication skill and its adverse effect on the child. <input type="checkbox"/> Student avoids speaking in class, exhibits frustration or anxiety. <input type="checkbox"/> Student demonstrates inability to complete language-based activities. <input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions. <input type="checkbox"/> Student's reading, writing or spelling skills reflect communication errors. <input type="checkbox"/> Poor grades in class due to communication concern. <input type="checkbox"/> Communication concern is related to district/grade level standard. <input type="checkbox"/> Attendance is not a problem and is not affecting academic performance. 	<p>List academic/vocational areas impacted by communication concern and how this hinders the student's ability to benefit from the general education curriculum:</p> <p>Student performance or progress appear to be unusual when compared with peers or standard, reliable over time, and meaningful in terms of interference with educational progress and/or social adjustment, and cannot be attributed to lack of scientifically based instruction in reading, lack of instruction in math, limited English proficiency, or racial or ethnic diversity.</p>
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DISCREPANCY FROM PEERS/STANDARDS

COMMENTS

<p>3. Is the student's communication behavior meaningful and reliably different when compared with Iowa Core Curriculum "thresholds", developmental norms and/or peer standards?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observation of and comparison to other students indicate a significant difference in communication skills. <input type="checkbox"/> There is a significant discrepancy from peers in the classroom, hall or playground. <input type="checkbox"/> Parents and teachers report significant differences. <input type="checkbox"/> Two or more phonemic errors and/or phonological processes not expected at the child's age or developmental level. <input type="checkbox"/> Intelligibility is significantly impaired. <input type="checkbox"/> Communication concern is readily evident even without having the teacher/parent bring it to your attention. <input type="checkbox"/> The student has not received previous services for the same concern. 	<p>List significant determining factors:</p> <p><u>Method:</u> Record Reviews:</p> <p>Interviews:</p> <p>Observations:</p> <p>Test/Assessment Data:</p> <p><u>Data Source:</u> Learner</p> <p>Instruction</p> <p>Curriculum (Iowa Core Curriculum)</p> <p>Environment</p>
<p>4. Are the student's social interactions adversely affected by his/her communication skills?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is aware of his/her communication concern. <input type="checkbox"/> Student demonstrates embarrassment and/or frustration regarding communication concern. <input type="checkbox"/> Peers tease student about communication concern during speaking situations. <input type="checkbox"/> Student demonstrates difficulty interpreting communication intent. <input type="checkbox"/> Input from other team members in other settings indicates a concern. <input type="checkbox"/> The communication concern or behavior is not attention seeking. <input type="checkbox"/> Parents voice communication concern and its adverse effect on the child and family. 	<p>List social areas impacted by the communication concern and how this affects the student's ability to interact with peers and adults:</p>
<p>5. Is it developmentally appropriate/consistent with classroom, home, or community expectations to work on the targeted communication skill?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication skill is not consistent with developmental norms. <input type="checkbox"/> The communication concern is present in the student's native language. <input type="checkbox"/> The communication concern is not a result of dialectical differences or from learning English as a second language. 	<p>List communication concern that is not within developmental levels for this student:</p>

INSTRUCTIONAL NEED

COMMENTS

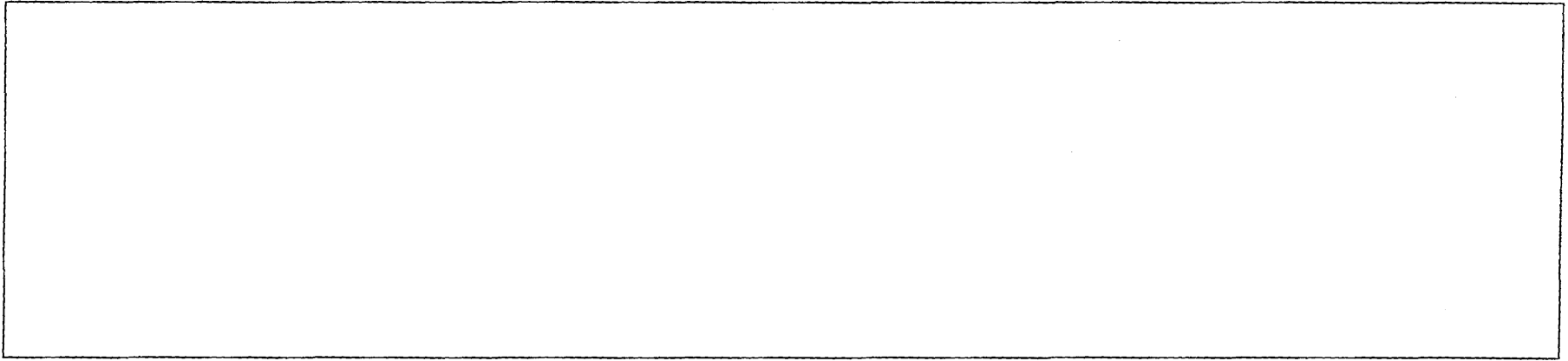
<p>6. Is there potential for change in the communication skill at this time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student corrects communication error spontaneously. <input type="checkbox"/> The student corrects error in response to being given a cue or an appropriate model to imitate. <input type="checkbox"/> Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present. <input type="checkbox"/> There is the likelihood that this student will not improve without speech-language services. <input type="checkbox"/> There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services. <input type="checkbox"/> The student is motivated to work on communication concern. 	<p>List the areas for potential change if service is provided:</p>
<p>7. Are speech-language services the only support available to meet the student's communication needs?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child's present educational placement does not provide the necessary instruction for the communication need. <input type="checkbox"/> Attempts to enlist the help of parents through an ongoing home program have been made. <input type="checkbox"/> The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from speech-language pathologist. 	<p>List other potential service supports for student's communication concern:</p>

***Accommodation:** A support or service provided to help a student access the general education curriculum to facilitate learning. A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (How I teach.)

* **Modification:** A change made to the content and performance expectations in what the student is expected to learn and/ or demonstrate.

This is an optional form for SLPs to use to collect information for the mandatory EER form.

ADDITIONAL INFORMATION



REFERENCES

American Speech-Language-Hearing Association. (1999). *IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21*. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools (1997). *A Training and Resource Manual for the Implementation of State Eligibility Criteria for the Speech and Language Impaired*.

Kathleen A. Whitmire, Director of Schools Services, American Speech-Language-Hearing Association. *Provisions of Speech-Language Services in the Schools: Working With the Law* (2002).

Iowa Administrative Rules of Special Education (2007).

U.S. Congress (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446.

Iowa Speech-Language Pathology Support Services Exit Summary

Reevaluation is required 281—41.303(256B, 34CFR300) to determine that a child no longer requires special education services. Reevaluation should include current student performance data and IEP progress data. Exit decisions must be individualized based on developmental norms, progress data, assessment information, educational need and the current best practices as determined by the IEP team. The IEP team may **choose one or more** of the following conditions as reason for discontinuation of speech-language services. It is important that the IEP process drive decisions regarding speech-language pathology (SLP) services. These decisions must be made on a case-by-case basis determined by the rate of progress, discrepancy from peers/standards, instructional need of the student and the IEP process.

Check Boxes Supported by Data:

Rate of Progress

- The student has met all speech-language goals and data indicates no additional needs. The IEP team determines that the child can make progress in general education without the support of SLP services.
- The student no longer requires special education (speech services) because his or her needs can be met in the general/special education environments without speech support.
- Given current medical, dental, neurological, physical, emotional, and/or developmental factors, the student's speech-language performance is within his/her expected performance range and maximum compensatory skills have been achieved and documented on the IEP.
- The student has made minimal or no measurable progress and there has been a lengthy plateau. During this time, program modifications, varied approaches, and/or colleague consultations have been attempted and documented. Lack of progress is specified and documented on the IEP.
- Limited carry-over, self-monitoring or generalization has been documented in one or more environments. Limited progress is documented on the IEP.
- Data indicates that the student does not demonstrate the potential for change as documented in IEP progress reports.

Discrepancy from Peers/Standards

- Data indicates that the speech and/or language concern no longer exists as documented on the IEP.
- Speech-language concern no longer interferes with the student's educational performance including academic, vocational, and social functioning and is documented on the IEP.
- Data indicates the student is more independent and less discrepant from peers as measured on the IEP Results, Section C, of the current IEP and is ready for reintegration into the general education classroom.
- The student's communication skills are functional and effective within the student's current classroom or environment as documented on the IEP.

Exit Considerations Continued:

Instructional Need

- The student is unwilling or unmotivated to participate in treatment, attendance has been limited and/or participation precludes progress through therapeutic intervention. Attendance record over a period of time with attempts to improve attendance and participation are documented on the IEP.
- Parent/legal guardian of student requests that speech-language services be discontinued (consider free appropriate public education, FAPE).
- Carryover goals can be met through the efforts of teachers and other professionals as documented on the IEP.
- Data indicates that with modifications and/or alternative methods of responding to academic/social tasks the student performs satisfactorily within the general education environment.

REFERENCES

American Speech-Language-Hearing Association. (1999). IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Iowa Administrative Rules of Special Education (2007)

Iowa Special Education Eligibility Document (2006)

U.S. Congress. (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446

Speech-Language Pathology Services, Iowa Department of Education 2009.

Section V:
The RIOT/ICEL Matrix

The RIOT/ICEL Matrix

When thinking about assessment and evaluation, it is important to remember (and help others understand) that there are different ways of collecting the information needed to make decisions—tests are not the sole method of assessment. A handy rubric that is often used is RIOT—Review, Interview, Observe, Test. (See Figure 1.)

- *Review*: The first step in conducting an assessment should be to review prior records or any other type of permanent product that might be relevant.
- *Interview*: Anyone with knowledge of the student and his skills should be interviewed. This might include teachers, administrators, parents, or the student herself. Multiple perspectives and input are crucial to decision making.
- *Observe*: Sometimes we need to actually see what is occurring in a classroom or other setting. Whether to use structured or informal approaches should depend on what type of information we are looking for (i.e., relevant yet unknown).
- *Test*: This is what most people think of when we talk to them about assessment. There's good reason—sometimes it is important to administer tests to students because it is the best way to get certain types of information.

In education we often focus all of our assessment efforts on the student and his or her characteristics. However, there are many other things that might impact a student's performance, yet are still alterable by educators. These other sources are sometimes called *domains* and are represented by the acronym ICEL—Instruction, Curriculum, Environment, Learner (see Figure 1).

- *Instruction*: This is what we usually think of as teaching. How content is presented to students can vary in many different ways: type of materials, grouping, opportunities to respond, etc.
- *Curriculum*: This is the content that is actually taught. Scope and sequence would be included here as well as pacing within and between topics.
- *Environment*: This means the classroom environment—things such as physical arrangement of the room, where the student sits and next to whom, lighting, noise, etc.
- *Learner*: Obviously the student himself. It is important to put the student and his performance in the broader context of the instruction, curriculum, and environment before we determine why a student is performing as he is or how to address difficulties

Figure 1

R.I.O.T--ASSESSMENT PROCEDURES/DATA SOURCES

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)
I Instruction	<ul style="list-style-type: none"> • Permanent products e.. written pieces, tests, worksheets, projects 	<ul style="list-style-type: none"> • Teachers (about their use of effective teaching practices. E.g. checklists) 	<ul style="list-style-type: none"> • Effective teaching practices • Teacher expectations • Antecedents, conditions, consequences 	
C Curriculum	<ul style="list-style-type: none"> • Permanent products e.g. books, worksheets, materials, curriculum guides, scope and sequences, • District Standards and Benchmarks • Iowa Core Curriculum 	<ul style="list-style-type: none"> • Teachers • Relevant LEA personnel, (regarding philosophy, district implementation and expectations) 		<ul style="list-style-type: none"> • Readability of texts
E Environment	<ul style="list-style-type: none"> • School Rules 	<ul style="list-style-type: none"> • Relevant LEA personnel • Parents • Behavior management plans eg. Class rules, contingencies, class routines 	<ul style="list-style-type: none"> • Interaction patterns • Environmental analysis 	
L Learner	<ul style="list-style-type: none"> • District Records • Health Records • Error analysis of permanent products • Cum Records (educational history, onset and duration of the problem, teacher perception of the problem, pattern of behavior problems. etc.) 	<ul style="list-style-type: none"> • Relevant LEA personnel • Parents • Students (What do they think they are supposed to do: how do they perceive the problem?) 	<ul style="list-style-type: none"> • Target behaviors • Dimensions and nature of the problem 	<ul style="list-style-type: none"> • Student performance • Discrepancy between setting demands and student performance

Section VI:

Case Studies

Putting All the Pieces Together

Tommy

Corbin

Bret

Case Study

Tommy

A preschooler enrolled in Head Start and transitioning to Kindergarten. This is a new referral.

A Case Study of Tommy
Birthdate: 3/18/2003
Age: 4 years 11 months

Referral Concerns:

Tommy was referred for a FIE speech/language evaluation due to the concerns expressed by his Head Start teacher:

- 1) difficulty understanding and following directions in the classroom
- 2) difficulty understanding basic concepts and vocabulary
- 3) inability to answer comprehension questions

Review of Records:

A review of records indicated that Tommy has been enrolled in the Head Start program for two years. He lives in a bilingual home (Spanish) and was born in the United States. He has an older brother in 2nd grade who has had no previous difficulty with school, speaking or understanding English. No hearing, vision or health concerns were noted. Progress reports indicate that Tommy was meeting developmental outcomes in the areas of: creative arts, social/emotional development, approaches to learning and physical health and development. He was falling below benchmark in the areas of language development and literacy. Tommy has daily opportunities for additional practice for small supplemental group instruction to reinforce listening/concept development.

Interviews:

Parent Interview: Tommy resides at home with his parents and older brother. Both English and Spanish are spoken in the home. Tommy enjoys watching TV, playing computer games, and playing with his brother. Tommy's mom expressed concerns about his ability to follow directions at home. She says he has difficulty following oral directions in both English and Spanish.

Teacher Interview:

Tommy's Head Start teacher reported that he pays attention during class instruction but is often unable to complete independent work tasks. When asked a question, he will always respond but usually his response is not related to the question being asked. He is able to answer basic YES/NO questions in reference to his immediate needs. Tommy enjoys listening to stories but is unable to correctly answer story comprehension questions or complete other follow-up literature activities without additional adult assistance. He attends school regularly, is very cooperative, wants to learn and gets along well with his peers. The teacher has tried repeating the questions for Tommy and cues him to watch what the other children are

A Case Study of Bret
Birthdate: 05/27/1988
Age: 16 years 9 months

Concerns Expressed/ 3- Year Re-evaluation:

Bret is an English speaking 16 year old, 10th grade student, who has been receiving special education instructional services in a 12:1:1 class for language arts, math, science and history. Communication concerns were expressed during his re-evaluation meeting on 11/30/07. Concerns noted were in the areas of speech intelligibility and social language skills.

Review of Records:

A review of records indicated that Bret started kindergarten when he was 6 years old and has always attended school in the Great School system. Early progress reports indicated that Bret was a quiet and withdrawn student who struggled with attention/focus, reading and social skill development. Bret received small supplemental reading group instruction during 1st - 3rd grade and participated in small group guidance sessions to improve social skill interaction with peers. He was referred for a FIE at the beginning of 4th grade due to academic concerns in the areas of reading and math and speech.

He was eligible for special education and support speech services in the area of articulation. He continued to receive weekly speech/language services with articulation goals from 4th - 6th grade. Progress reports indicated slow progress and a lack of motivation in 6th grade and exit procedures from speech were initiated at the end of 6th grade.

Interviews:

Parent Interview:

Bret's mother expressed concerns about Bret's reluctance to communicate socially and the unfamiliar listener's ability to understand his speech. She reported that he is able to converse at home on current events and said that family has no difficulty understanding him. They occasionally have to ask him to slow down his rate of speech and make eye contact. He avoids most social settings and does not have any close friends. He prefers to spend time alone, reading and playing video games.

Special Education Teacher Interview:

Bret is a 10th grade student receiving most of his academic instruction in a small class setting, 12:1:1. Bret's teacher reports that he is able to express his ideas well when speaking on preferred topics, but is sometimes difficult to understand due to rapid rate of speech, low volume and lack of eye contact. He avoids interacting socially with peers and unfamiliar adults and withdraws when directed to participate in large class discussions. Bret performs better when receiving instruction in a smaller group (5:1) setting.

General Education Teachers Interview:

Bret's general education teachers (Art, Driver's Ed, Vocations, Daily Living) report that he is able to complete daily assignments on time but does not volunteer to participate in class discussions. When called upon to answer questions, his typical responses are short and often unintelligible. He is reluctant to ask questions or seek help when he doesn't understand, and waits for the teacher to notice that he is not working on his assignment. Bret will participate in cooperative group activities when given a task, but does not want to share his ideas orally.

Student Interview:

Bret enjoyed the student interview and stated that he was surprised that the SLP would be interested in what he thinks about his education.

He reported that school is hard because the teachers always want him to talk and answer questions. He stated that his easiest subject is reading because all he has to do is read and write the answers to questions. His most difficult subject is Daily Living because it is all class discussion and group work. Bret reported that when he doesn't understand something he will ask for help at home when doing his homework. He doesn't like to talk in class because people don't understand him. Bret's interests are in reading, spending time on the computer and watching science fiction movies. When asked about his frustration in regard to speaking in class, he reported that he had had speech for years and it didn't help.

Observation:

Bret was observed in his general education Daily Living Class and in his special education math class. He intentionally chose to sit in the back of the room in both classes but demonstrated focused listening and was able to follow directions. He had the necessary materials and was on task. When called upon to share a personal family tradition in his Daily Living Class his response was short

and to the point. Due to his poor body posture and lack of eye contact his response was difficult to understand. In his special education math class he had the option of working on his homework with a partner but chose to work alone. He finished his work quickly and pulled out a book to read. The other students seated near him finished their assignments and chose to quietly have a conversation about the upcoming holiday.

Survey Level Screening/Specific Level Testing:

Expository Discourse Summary:

When given independent expository 8th grade level listening comprehension probes, Bret was asked to listen to the passage and then retell it in his own words. Bret was able to retell the passage including key concepts and supporting details. 40% of his sentences were intelligible during his retell. Age/grade level peers are able to summarize the passage and be understood 90-100% of the time.

Personal Narrative Discourse Sample:

When asked to share a personal experience, Bret talked about his cousin who was a famous NFL quarterback. His intelligibility was 50% due to his rapid rate of speech and lack of eye contact. When prompted to slow down and look at me, his speech intelligibility improved to 60%. Bret's substitution errors of th/s and z, f/th and r distortions did affect the listener's ability to understand him when he was using a rapid rate of speech. Bret was able to correctly imitate the s, z, and th sounds at the sentence level.

Social/Pragmatic Checklist

The SLP and special education teacher filled out the social pragmatic checklist while observing Bret in his general education Daily Living Class and his special education Math Class. The checklist contained 14 conversation skills to be observed. Results indicated that when speaking with a familiar communication partner he was able to demonstrate 29% of the skills independently, 43% with a general prompt, and 29% with a specific prompt. When conversing with an unfamiliar communication partner, Bret demonstrated 43% of the skills with a specific prompt and 57% with a direct model.

Bret's I-plan goal was:

In 9 weeks, in a variety of social settings with a variety of communication partners (peers and adults), Bret will demonstrate socially appropriate conversation skills scoring a 4/5 possible points in 75% of the observed opportunities. (See attached Rubric) Bret increased his ability to initiate conversation and be understood from a baseline of 2/5 on a conversation rubric to a score of 4/5 in 75% of the observed opportunities.

Communication Profile Ratings:

Bret's baseline scores (A ratings) indicated that his independence ratings were:

Environment: rating of 1: he was demonstrating socially appropriate conversation skills in a controlled environment (1:1 or small group, with familiar people) other than a typical communication environment.

Communication Partners rating of 3: he would communicate socially with a few familiar adults and peers.

Instruction Level rating of 2: guided practice for accuracy with a skill-building level of support with additional practice opportunities as needed with a focus on building accuracy in social conversation skill development.

Primary Provider rating of 3: the SLP shared the role with other communication partners (special ed teacher and associates) Team teaching and peer coaching was used.

Learner rating for level of prompts 1: Bret needed a direct model with complete instruction on the steps for a 60 Second Conversation.

Frequency of Prompts rating 1: prompts were needed most of the time (75-100%) to elicit the 60 Second Conversation strategies.

Response to Intervention/ Assessment:

Dynamic assessment procedures used during specific level testing indicate that Bret was able to significantly improve speech intelligibility and social conversation skills by providing short term skill-building which included sound placement for the s/z sounds and strategies for a 60 Second Conversation. A 9-week intervention plan that was conducted concurrently with Bret's FIE indicated that when given opportunities for practice and prompts when needed that Bret was able to significantly improve his social conversation and overall speech intelligibility.

Communication Profile Ratings:

Bret's ending scores (**B ratings**) after the 9 weeks of Intervention indicated that his independence ratings were:

Environment: rating of 3: he was demonstrating socially appropriate conversation skills in more than one typical environment with added support.

Communication Partners rating of 4: he would communicate socially with a familiar and a few unfamiliar adults and peers.

Instruction Level rating of 4: Bret was transferring and generalizing skills, practicing independently across settings and building confidence in his ability to initiate and maintain a conversation

Primary Provider rating of 4: the SLP was no longer the primary provider and served in a consultative role to support teachers, associates and parents with a higher level of responsibility given to Bret.

Learner rating for level of prompts 3: Bret was transitioning in his need for specific prompts to more general prompts.

Frequency of Prompts rating 4: prompts were needed only occasionally (5-25% of the time) to elicit the **60 Second Conversation** strategies

Recommendations:

Based on current assessment data and Bret's positive response to intervention during the FIE, it is recommended that Bret continue to receive practice opportunities with guided feedback in the LRE special and general education classrooms. Evidence indicates that Bret should be able to continue his rate of progress as he gains more independence in social conversational skill development and will demonstrate continued improvement in overall speech intelligibility.

*When requested by the IEP Team, the SLP will continue to be available to provide consultative and collaborative support for Bret and his teachers.

Entrance Consideration Guidelines:

The above student data collected during the 3 year evaluation is cross walked on the attached Iowa Speech-Language Support Services Eligibility Guidance Document. This data indicates that Bret is currently not eligible for Speech-Language Support Services. He **did** meet criteria for discrepancy but **did not** meet criteria for rate of progress and instructional need. In order for Bret to qualify for Speech and Language Support Services, he needs to qualify in all 3 areas. (See attached Eligibility Document.)

INTERVENTION PLAN (Conducted Concurrently with FIE)

Name: Bret

DOB: 5/27/1988 CA: 16-9

Date: 10/19/07

Person Responsible for Problem Analysis: SLP and Bret's IEP Team

Problem Statement: Bret has difficulty initiating/participating in conversations and using clear speech in the school setting.

What is the target behavior? Social communication and overall speech intelligibility

What about the behavior is problematic? Bret seldom interacts in conversation with peers or adults and when he does share ideas his speech is difficult to understand.

What is expected? Iowa Core Curriculum: Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding to increase innovation and the quality of work. Bret must be able to initiate and participate in conversations to share ideas and be clearly understood 90-100% of the time.

What standard was utilized? Iowa Core Curriculum for Grades 9-12, Peer comparisons,

Level of Performance Before Intervention (Baseline): 2 out of 5 points on a conversation rubric indicating that he initiated or responded to conversations appropriately in 50% of the observed opportunities and was understood half or 50% of the time.

Discrepancy: 5/5 points on a conversation rubric indicating appropriate initiation/response with 100% intelligibility.

Goal: In 9 weeks, in a variety of social settings with a variety of communication partners (peers and adults) Bret will demonstrate socially appropriate conversation skills scoring an average of 4/5 points in 75% of the observed opportunities.

Summary of Parental Participation: Parents will provide Bret with opportunities for conversation in a variety of social settings providing prompts when needed.

Procedures	Arrangements	Person(s) Responsible:
<p>(Instructional Strategies):</p> <ol style="list-style-type: none"> 1) Guided practice opportunities with corrective feedback targeting 60 Second Conversation skills to include: <ul style="list-style-type: none"> • listening, name, chit- chat, wrap up and farewell. 2) Practice opportunities across communication partners and settings 3) Specific instruction targeting skills that affect speech intelligibility during discourse (sound placement of s/z, and eye contact, rate of speech) 4) Self ratings to monitor progress 	<p>(Where/When/Materials):</p> <p>1:1 or small group setting in the special education classroom teaching components of 60 second conversation.</p> <p>Parents have an opportunity to consult with SLP to learn the components of 60 Second Conversation as well as a model for sound placement and reducing speech rate.</p>	<p>GE and Special Education teachers, Classroom associates parents SLP</p>
<p>*Measurement Strategy (<i>Who's responsible for doing the actual data collection, method of data collection, measurement conditions, monitoring schedule</i>): The teacher/associate will complete rating scale 2X weekly.</p> <p>Decision Rule: Data collected will be analyzed weekly using the 4- point decision- making rule. If 3 consecutive data points fall below the goal line a change in plan will be considered.</p>	<p>Who will monitor implementation and what will be monitored to ensure implementation?</p> <p><u>SLP will consult with the teacher as requested to analyze data, model additional skills as needed and problem solve.</u></p>	

Follow-up Dates: 12/20/07

* Attach graph or other visual representation

Was Intervention implemented as planned: Yes No

Level of Performance After Intervention Bret was able to demonstrate steady progress in overall speech intelligibility and social language development, he demonstrated increased rubric ratings from the baseline of 2/5 to 4/5 possible points. (Rubric attached)

Discrepancy: Less discrepancy from peers or standard More discrepancy Insufficient data for decision making

Intervention status: (check one)

Problem resolved, but may need additional intervention

Problem not resolved, redesign or modify intervention

Problem not resolved, continue or revise intervention and determine eligibility for special education

Intervention successful but resources needed to maintain intervention are beyond what is reasonable in general education.

Continue or revise the intervention and determine eligibility for special education services.



Bret's Educational Evaluation Report

Eligibility Meeting:

Name: HS Bret — Male Female
 Last (legal) First (no nicknames) M.I.

Birthdate: 5/28/1988

Grade: 10

Resident District: Any District

Building: Any Building

Attending District: Any District 1

Building: Any Building 1

Attending Area Education Agency: Any AEA

Attending Building Phone: 000-000-0000

Parent

Name: Bret's parents

Home Phone: (000) 111-2222

Foster Parent

Address: 1234 Any Street

Work/Cell Ph: () - -

Guardian

City/State: Anytown, Iowa

E-mail: parents@Bret'shouse.com

Surrogate

Zip: 55555

Student

Individuals completing this evaluation:

Name	Position	Name	Position
Any Iowa SLP	Speech Language Pathologist		

Contact person for this report: Any IOWA SLP

Phone: ()_-

E-mail:

The purpose of the evaluation is to determine the educational interventions that are required for the individual to be successful, and whether the individual is eligible for special education services. An individual is eligible for special education services when there is 1) a disability which is determined by assessing rate of educational progress and discrepancy from expectations, and 2) a need for special education services.

This evaluation is based on educationally relevant information gathered through reviews (monitoring data, work samples, school records, and reports from other sources), interviews (teacher, parent, and child), observations, and tests or other assessments.

Individual Information: Educationally relevant information that is important for decision making.

What are the individual's strengths?

Bret's school attendance is excellent. He has a very dry sense of humor and enjoys engaging in verbal debates with familiar adults. Bret enjoys reading when the material is of his choosing (X-Men, Harry Potter, adventure stories) watching TV and videos, and social interaction with familiar peers and adults in small groups. He responds well to verbal praise.

What are the area(s) of concern?

Communication: Bret's conversational speech is characterized by multiple sound errors that affect the listener's ability to understand him. He struggles with social conversation tasks that require him to initiate and maintain conversations with peers and adults.

The communication skill areas of concern relate to the Iowa Core Curriculum High School Essential Skills in the area of: Speaking: produces a coherent message, participates in a variety of communication situations, and recognizes the role of evaluation and response in oral communication.

Yes No **Are these concerns observed across different times and in different settings?**
If yes, explain: Bret avoids verbal contact in most speaking situations unless the communication partner is a friend, familiar teacher, or parent.

Yes No **Are the concerns primarily caused by any of the following?**

- Limited English proficiency.
- A lack of appropriate instruction in reading, including the essential components of reading instruction.
- A lack of instruction in math.

If yes, explain:

Describe any vision, hearing, or health concerns that affect the individual's educational performance or participation in age appropriate activities?

Bret wears glasses. There are no hearing and health concerns at this time.

Describe any ecological factors (e.g., race, ethnicity, culture, language, or life circumstances) that affect the individual's educational performance in the areas of concern.

NA

Note: One purpose of an evaluation is to identify necessary supports and assistance. If limited English proficiency, lack of instruction, vision, hearing, health concerns, or ecological factors affect educational performance, these factors must be addressed in the Educational Needs section.

Reminder:

For a preschool child, ages three through five, **you must** provide a brief summary of student performance and progress in each of the following areas on the **Early Childhood Outcomes (ECO) Summary page.**

- Positive social-emotional skills.
- Acquisition and use of knowledge & skills
- Appropriate behaviors to meet needs

Educational Progress: Progress means performance over time. In addressing progress, the team considers data that have been collected about the individual's performance over time in relation to the interventions that have been provided.

For each area of concern, summarize the strategies implemented as part of the intervention process and the individual's rate of progress compared to expected rate of progress. Based on the analysis of intervention data, identify those strategies that produced the greatest positive impact.

Yes No Is the individual's rate of progress significantly less than expected, or does the individual maintain expected progress only with greater resources than general education alone can provide in any areas of concern?

If yes, identify the area(s):

Communication: A 9- week communication intervention plan (I-Plan) was implemented through the collaborative efforts of the SLP, special education teacher and Bret's parents. This plan was implemented in conjunction with Bret's full and individual evaluation (FIE). The I-Plan focused on improving Bret's speech intelligibility and social communication skills. During the I-plan period the SLP provided Bret with brief short term direct instruction on the correct sound placement for the S and Z sounds and modeled the 60 Second Conversation strategies for Bret's teachers and family members. Bret's special education teachers and parents reinforced articulation and conversation skills by providing daily practice opportunities with guided feedback in the small group special education classrooms. The teachers completed weekly rubrics rating overall speech intelligibility and social communication. Information from the weekly rubric ratings provided the SLP with progress data and information that assisted the team in guiding weekly sessions. During the 60 day FIE process, Bret demonstrated significant progress in improving overall speech intelligibility from a baseline of 2 points on an intelligibility /conversation rubric rating to a 4. He also improved his ability to ask questions and/or initiate conversations with familiar adults in the special education classroom.

Educational Discrepancy: Discrepancy is the difference between the individual's level of performance and the expected level of performance for individuals of the same age, grade, or other established standards. Multiple sources of data for each area of concern are described below.

Area of Concern: Communication

Date: 12/17/07

Data Source(s): RIOT: Record Reviews, Interviews: parent, teacher, student, Observations: special education, general education, lunch, Tests: Discourse samples: social, instructional conversation checklists

Individual Performance:

Bret continues to display a moderate delay in his articulation and social language skills. He has demonstrated steady progress in his ability to produce targeted speech sounds correctly and continues to expand his use of targeted conversation skills with familiar peers and adults. He was able to increase his communication rubric rating from the baseline of 2/5 to 4/5 during 9 weeks of intervention indicating that he was able to initiate and respond to conversations in 75% of the opportunities with the most of his exchanges being understood. He is not yet at a skill level where he can be expected to transfer learned skills and strategies to all speaking and learning environments.

Expected Performance:

High School students are expected to speak clearly while participating in class discussions and converse with a variety of people on varied topics.

Discrepancy:

Age level peers are able to express thoughts to be easily understood and converse in varied situations on a variety of topics 90-100% of the time. Bret is able to express ideas clearly 60% of the time and demonstrates the ability to independently initiate and maintain social interaction/conversation with familiar and unfamiliar peers and adults in 20% of the observed opportunities.

Yes **No** **Is the discrepancy from expected performance significant?**

Comments: Bret is at a level in his high school curriculum where he needs to begin vocational classes and be placed in a work site. His current level of performance in the area of communication will limit his success unless he is able to gain the knowledge and skills necessary to express his ideas clearly to be understood by all listeners and increase his ability to carry on conversations with a variety of communication partners.

Educational Needs: Educational needs are the services, activities and supports, and the accommodations and modifications required in order for the individual to receive an appropriate education.

Summarize the individual's needs in the area of instruction. *(Based on intervention and assessment results, describe the instruction that will enable learning.)*

Communication: Bret will need continued skill building with guided practice in the areas of articulation and social language skill development. When given a general cue, Bret is able to use the s and z sounds in sentences with 90% accuracy and conversation with 50% accuracy. Bret's intelligibility rubric baseline was 2/5 points indicating that communication partners needed to provide him with a general cue to understand him. At the end of the intervention period the teacher rubric average was 4/5 points indicating that Bret was able to initiate or respond to a conversation appropriately with most of the exchange being understood. Teacher comments indicated that Bret was initiating and participating in more conversations with adults in his special education classroom and no longer needed cues to remind him to make eye contact when listening and speaking with others. Bret's special education teacher reported that she would be able to provide instructional supports in these areas as part of her daily curriculum.

Summarize the individual's needs in the area of curriculum. *(Based on intervention and assessment results, what should the content of instruction include? Include the specific skills and concepts the individual needs to learn.)*

Communication: Bret will continue to need practice opportunities to transfer and generalize correct production of the s/z sounds to everyday speaking situations. His instruction will need to provide both visual and verbal cues and prompts as well as many practice opportunities with corrective feedback. Bret will need daily classroom opportunities to interact socially with peers and adults to enable him to build personal relationships. Bret's ability to make and keep friends will be critical as Bret begins to explore opportunities for post-high school experiences and relate directly to the 21st Century Skills of Employability: communicates and works productively with others.

Summarize the individual's needs in the area of environment. *(Based on intervention and assessment results, describe the adaptations to procedures, schedules, routines, behavioral expectations, room or seating arrangements, or materials that are needed.)*

Communication: When provided with small group instruction and multiple opportunities for review, practice and feedback, Bret was able to demonstrate steady progress in overall speech intelligibility and social language development. He benefits from visual and auditory prompts as well as a direct model of the target skill during his initial learning attempts. Bret responds well to positive feedback followed by comments directed toward needed areas of improvement. Teacher/ provider rubric ratings link Bret's daily classroom performance to his attainment of target skills and assists Bret in being able to understand the connection between the transfer and generalization of skills to other environments. Bret is showing more independence in his ability to participate in conversations regarding his communication skills and assist in decisions that reflect the need for accommodations and modifications.

Summarize any additional learning supports needed to provide educational benefit for the individual. *(Based on intervention and assessment results, what family supports or involvement; community partnerships; transition supports; supports for engagement or motivation; or supplements to instruction such as assistive technology, modifications, or accommodations are needed?)*

In general education classes Bret will need the following accommodations:

- Extended time to process and respond to questions during class discussions
- Opportunities to work in cooperative groups with a familiar adult or peer
- When oral responses are required, reading or listening comprehension assignments will be chunked into smaller segments of content to allow Bret to summarize smaller pieces of information to promote message clarity

Yes **No** **Do the educational needs of the individual require services and support that extend beyond what typical general education resources alone can provide?**

If yes, identify the areas:

Yes, Bret continues to be eligible for special education services in the resource room. However, the results of the communication I-plan during the FIE process indicate that Bret is making acceptable progress on targeted communication concerns and that a continuation of the instructional strategies used in the I-plan with the special education teacher providing the necessary communication instruction is adequate to meet his needs at this time through his current special education service. The SLP will continue to be available to parents and teachers for consultation as requested.

Considerations for eligibility decision making

The following questions are addressed at a meeting with parents and professionals to consider eligibility for special education:

- **Does the individual have a disability?** *(A disability is a significant skills deficit, a health or physical condition, a functional limitation, or a pattern of behavior that adversely affects the individual's rate of progress.)*
- **Are special education resources required to meet the individual's educational needs?**
- **Is the individual eligible for special education services?**



Eligibility Data Worksheet

Student: HS Bret
Last (legal) First (no nicknames) M.I.

Birthdate: 05/28/1988 Grade: Drop down menu

Teacher/Service Provider:

Resident District: Any District

Resident Building:

Attending District:

Attending Building: Any Building

Date signed Consent for Evaluation received by LEA/AEA: 11/10/07

Date Eligibility Meeting Due: 01/09/08

Date Eligibility Meeting Held: 01/06/08

If meeting not held within 60 calendar days of receipt of *Signed Consent for Evaluation*,
Reason for delay:

- Family Reason
 Student's Hospitalization/Long-term illness
 Natural Disaster
 Moved
 Mutual Agreement
 Transferred In
 No Valid Reason

If no meeting was held, Reason:

- Student Moved
 Mutual Agreement
 Evaluation Permission Withdrawn
 Death

If child is transitioning from Early ACCESS and the IEP was not developed by the child's third birthday, Reason for delay:

- Family reason
 Childs Hospitalization/Long-term illness
 Natural Disaster
 Moved
 Transferred In
 No Valid Reason

Determination:

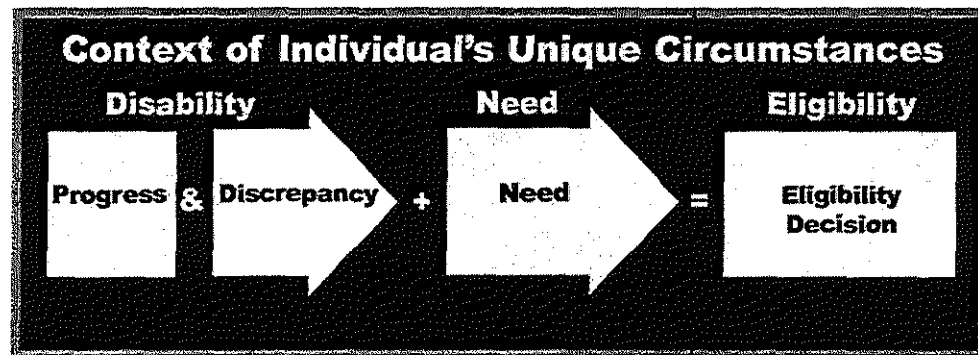
A. Student is Eligible:

- Yes, Bret continues to be eligible for special education services in the resource room.

However, the results of the communication I-plan indicate that Bret is making acceptable progress on targeted communication concerns and that a continuation of the I-plan with the special education teacher providing the necessary communication instruction is adequate to meet his needs at this time through his current special education service. The SLP will continue to be available to parents and teachers for consultation as requested.

- Student will receive an IEP
 Parent(s) decline services
 No---Bret will not receive a communication IEP

Iowa Speech-Language Pathology Support Services Eligibility and Exit Guidance Document



The IEP team should consider if the student demonstrates a communication concern that negatively impacts a student's ability to benefit from the educational process in all three areas: rate of progress, discrepancy from peers or standard and instructional need.

2009

Iowa Speech-Language Pathology (SLP) Support Services Eligibility Questions

Student: Bret Birthdate: 5/28/1988 Building HS Date: 4/7/08

281—41.50(11) Speech or language impairment. “Speech or language impairment” means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. **281—41.304(2) b.** Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. The IEP team should consider if the student demonstrates a communication concern that negatively impacts his/her ability to benefit from the educational process. A student must demonstrate a disability by considering the rate of progress and discrepancy from peers or standard. In addition a student must demonstrate an educational need by assessing the environment, instruction and curriculum. Multiple sources of data must converge to the same conclusion of eligibility.

Check Boxes Supported by Data

Evidence/Comments

<p>1. Does the result of the Full and Individual Evaluation and/or Intervention Plan indicate a need for speech-language eligibility? (completed within 60 calendar days)</p> <ul style="list-style-type: none"> ✓ Student data from instructional decision making (GEI, FIE and or I Plan) indicates persistent communication concern. <input type="checkbox"/> There are no additional interventions that need to be implemented in the student’s present educational program/setting to address the communication concern. ✓ Accommodations and modifications to general education have been implemented for this student. 	<p>List student data from instructional decision making plan that indicates a disability and need for service in the areas of: rate of progress, discrepancy from peers or standard and instructional need.</p> <p>Progress Monitoring Data:</p> <p>Accommodations:</p> <p>Modifications:</p>
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RATE OF PROGRESS

COMMENTS

<p>2. Is the student’s pre-academic/academic, and vocational performance adversely affected by his/her communication skills?</p> <ul style="list-style-type: none"> ✓ Teacher/parents voice concern about the student’s communication skill and its adverse effect on the child. ✓ Student avoids speaking in class, exhibits frustration or anxiety. <input type="checkbox"/> Student demonstrates inability to complete language-based activities. <input type="checkbox"/> Student demonstrates inability to understand/follow oral directions or questions. <input type="checkbox"/> Student’s reading, writing or spelling skills reflect communication errors. <input type="checkbox"/> Poor grades in class due to communication concern. ✓ Communication concern is related to district/grade level standard. ✓ Attendance is not a problem and is not affecting academic performance. 	<p>List academic/vocational areas impacted by communication concern and how this hinders the student’s ability to benefit from the general education curriculum:</p> <p>Student performance or progress appear to be unusual when compared with peers or standard, reliable over time, and meaningful in terms of interference with educational progress and/or social adjustment, and cannot be attributed to lack of scientifically based instruction in reading, lack of instruction in math, limited English proficiency, or racial or ethnic diversity.</p>
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DISCREPANCY FROM PEERS/STANDARDS

COMMENTS

<p>3. Is the student's communication behavior meaningful and reliably different when compared with Iowa Core Curriculum "thresholds", developmental norms and/or peer standards?</p> <ul style="list-style-type: none"> ✓ Observation of and comparison to other students indicate a significant difference in communication skills. ✓ There is a significant discrepancy from peers in the classroom, hall or playground. ✓ Parents and teachers report significant differences. ✓ Two or more phonemic errors and/or phonological processes not expected at the child's age or developmental level. ✓ Intelligibility is significantly impaired. ✓ Communication concern is readily evident even without having the teacher/parent bring it to your attention. <input type="checkbox"/> The student has not received previous services for the same concern. 	<p>List significant determining factors:</p> <p><u>Method:</u> Record Reviews:</p> <p>Interviews:</p> <p>Observations:</p> <p>Test/Assessment Data:</p> <p><u>Data Source:</u> Learner</p> <p>Instruction</p> <p>Curriculum (Iowa Core Curriculum)</p> <p>Environment</p>
<p>4. Are the student's social interactions adversely affected by his/her communication skills?</p> <ul style="list-style-type: none"> ✓ Student is aware of his/her communication concern. ✓ Student demonstrates embarrassment and/or frustration regarding communication concern. <input type="checkbox"/> Peers tease student about communication concern during speaking situations. <input type="checkbox"/> Student demonstrates difficulty interpreting communication intent. ✓ Input from other team members in other settings indicates a concern. ✓ The communication concern or behavior is not attention seeking. ✓ Parents voice communication concern and its adverse effect on the child and family. 	<p>List social areas impacted by the communication concern and how this affects the student's ability to interact with peers and adults:</p>
<p>5. Is it developmentally appropriate/consistent with classroom, home, or community expectations to work on the targeted communication skill?</p> <ul style="list-style-type: none"> ✓ Communication skill is not consistent with developmental norms. <input type="checkbox"/> The communication concern is present in the student's native language. ✓ The communication concern is not a result of dialectical differences or from learning English as a second language. 	<p>List communication concern that is not within developmental levels for this student:</p>

INSTRUCTIONAL NEED

COMMENTS

<p>6. Is there potential for change in the communication skill at this time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student corrects communication error spontaneously. ✓ The student corrects error in response to being given a cue or an appropriate model to imitate. ✓ Other variables (i.e., sensory or physical) which interfere with the attainment of communication skills are not present. <input type="checkbox"/> There is the likelihood that this student will not improve without speech-language services. ✓ There is no evidence to suggest that the child will develop the communication skill at his/her own predictable rate without services. ✓ The student is motivated to work on communication concern. 	<p>List the areas for potential change if service is provided:</p>
<p>7. Are speech-language services the only support available to meet the student's communication needs?</p> <ul style="list-style-type: none"> <input type="checkbox"/> The child's present educational placement does not provide the necessary instruction for the communication need. ✓ Attempts to enlist the help of parents through an ongoing home program have been made. <input type="checkbox"/> The student is not receiving services from other school personnel where that provider can work on the communication concern with consultation from speech-language pathologist. 	<p>List other potential service supports for student's communication concern:</p>

***Accommodation:** A support or service provided to help a student access the general education curriculum to facilitate learning. A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills. (How I teach.)

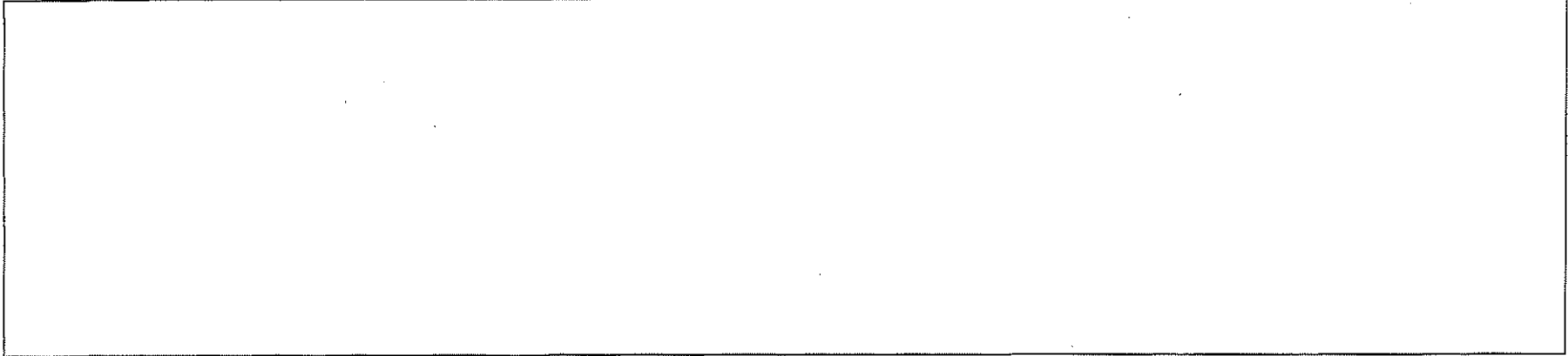
***Modification:** A change made to the content and performance expectations in what the student is expected to learn and/ or demonstrate.

OUTCOME

- ✓ **SLP services not recommended**
- Eligible for SLP services**

- Continue SLP services**
- Change SLP service delivery options**
- Exit from SLP services**

ADDITIONAL INFORMATION



REFERENCES

American Speech-Language-Hearing Association. (1999). *IDEA and Your Caseload: A Template for Eligibility and Dismissal Criteria for Students Ages 3 to 21*. Technical Report. Rockville, MD: Author.

Council for Exceptional Children. (2000). *Developing educationally relevant IEPs: A technical assistance document for speech-language pathologists*. Reston, VA: Author.

Florida Department of Education, Bureau of Instructional Support and Community Services, Division of Public Schools (1997). *A Training and Resource Manual for the Implementation of State Eligibility Criteria for the Speech and Language Impaired*.

Kathleen A. Whitmire, Director of Schools Services, American Speech-Language-Hearing Association. *Provisions of Speech-Language Services in the Schools: Working With the Law* (2002).

Iowa Administrative Rules of Special Education (2007).

U.S. Congress (2004) Individuals with Disabilities Education Improvement Act, Public Law 108-446.

Bret's Communication Rubric

Purpose: Rating Bret's ability to demonstrate appropriate social communication skills

Baseline: 2 points: needs a general cue to initiate or respond with clear speech and appropriate conversation.

Bret's goal: In 9 weeks, in a variety of social settings with a variety of communication partners (peers and adults), Bret will demonstrate socially appropriate conversation skills scoring a 4/5 possible points in 75% of the observed opportunities.

Evaluation Procedures: Rating scales will be filled out by the SLP and school personnel 2X weekly.

Note to raters: When rating Bret's conversation, focus on his ability to initiate or respond appropriately to a peer/adult and express his ideas to be easily understood. Listen to conversations or exchanges that are more than just a few words, and rate the entire conversation/exchange based on the rating scale below.

5	4	3	2	1
Effective conversation exchanges were observed in 75-100% of the observed opportunities.	Bret initiated or responded appropriately in 75% of the opportunities and most of the exchange was understood.	Bret initiated or responded appropriately in 50% of the observed opportunities and half of the exchange was understood.	Bret needed a general cue to initiate or respond with clear speech and appropriate conversation as observed in 25-50% of the observed opportunities.	Bret needed a Specific cue to initiate or respond with clear speech and appropriate conversation in less than 25% of the observed opportunities.

Date	Rater	Setting	Points	Comments

Total number of ratings _____ **% of ratings scoring 4 or higher** _____

**Section VII:
Sample Speaking and Listening
Curriculum Based
Universal Screenings and Checklists:**

**Iowa Core Curriculum Concepts and Skills Sets
Speaking and Listening Grades K-12**

Iowa Early Learning Standards 2006

**Curriculum Based Communication Skills
Checklists PreK-12**

**Speech-Language Observation/Screening Assessments,
Teacher, Parent and Student Checklists**

**Oral Language Curriculum Standards Inventory
(OL-CSI) PreK-12**

**Iowa Core Curriculum
Concepts and Skills Sets
Speaking and Listening Grades K-12**

<http://www.corecurriculum.iowa.gov/>

Iowa Core Curriculum Concepts and Skills Sets Speaking and Listening Grades K-12

The Iowa Core Curriculum provides local school districts a guide to delivering instructional content that is challenging and meaningful to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science and social studies, as well as 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability). Below are the identified skills and concepts of the Iowa Core Curriculum for grades K-12.

What are the timelines for full implementation of the Iowa Core Curriculum? High schools are required to have implementation plans in place by July 1, 2010 with full implementation to occur by July 1, 2012. Kindergarten through 8th grade plans are required by July 1, 2012 with full implementation in 2014-2015.

Meltzer, Smith, and Clark define literacy as the ability to read, write, speak, listen, and think effectively — enables students to learn and to communicate clearly about what they know. Being literate gives people the ability to become informed, to inform others, and to make informed decisions (2001). The Reading, Writing, Speaking, Listening, and Viewing Essential Skills and Concepts found in the Iowa Core Curriculum include many instances where students have to understand, talk and express themselves in order to be successful. The essential skills and concepts described in this document should be considered the focal points for instruction and student learning.

Iowa public school speech-language pathologists play an important role in helping students with speech-language disabilities understand and use the language of the curriculum. Understanding, expression, and speaking take on a deeper dimension when we integrate the speech and language support we provide with the Iowa Core Curriculum Essential Concepts and Skill Sets. Iowa speech-language pathologists will identify and express the relationship between the Essential Skills and Concepts found in the Iowa Core Curriculum and speech/language objectives.

Speaking is a fundamental process that people use to express, explore, and learn about ideas. Speaking includes sharing information, persuading others, expressing and understanding ideas, coordinating activities with others, and selecting and critically analyzing messages. Federal and state regulations also focus attention on the impact a disability has on a student's ability to access the general education program. This challenges the speech-language pathologist to link assessment, eligibility determination, and IEP design and implementation to the Iowa Core Curriculum Concepts and Skills Sets.

Speaking Grades K-2

☐ *Consider audience and variables in the speaking situation.*

- Identify audience.
- Respond with appropriate information or opinions to questions asked.

☐ *Produce a coherent message.*

Effective speakers use clear language to organize and connect their thoughts and ideas.

- Use language and vocabulary appropriate to the message and audience (e.g., sharing time).
- Pronounce words correctly.
- Use appropriate volume.

☐ *Participate in a variety of communication situations.*

- Participate in small and large group discussions and presentations.
- Collaborate with peers.
- Talk about experiences.
- Retell a story.
- Deliver short reports (e.g., sharing time, field trip summary).
- Give directions and explanations.
- Discuss how to report an emergency.

Quadrant C

Students make predictions about what seeds need to grow. Students read or listen to text about two different varieties of plants and their differing needs. Students use Venn diagrams to compare and contrast the different care needs of the two plants. In small groups, students share their diagrams and thinking with peers.

Quadrant D

Students make predictions and generate questions about what plants need to germinate and grow. In pairs, students investigate answers to their own questions by designing and conducting experiments with seeds. Students keep logs documenting the planting, care, and growth of plants over time — frequently sharing observations with peers. After several weeks, partnered students share final experiment results with the class and a local farmer who offers

	<p>feedback on their processes and discusses organic farming with them. Students read or listen to text about plant growth and development and, in groups; they discuss the text in relation to their experiment questions and findings.</p>
<p>Quadrant A Students read or listen to a text that discusses the essential elements required by seeds to germinate and grow into healthy plants. Students create posters with labels showing plant growth needs. In small groups, students share and describe their posters.</p>	<p>Quadrant B After reading about the essential elements plants need to germinate and develop, students plant a variety of seeds in small containers. Students keep logs documenting the planting, care, and growth of plants over time. In small groups, students frequently share observations with their peers.</p>

 ***Use appropriate content and conventions for purpose, audience, occasion, and context.***

- Use language 's vocabulary and detail 's appropriate for purpose, audience, and occasion.
- Use emphasis and expression to perform oral presentations and recitations.
- Communicate feelings and needs in appropriate context.
- Raise topics likely to be of interest to another person.
- Ask questions of peers and teachers.
- Gather and share information in formal and informal situations.
- Paraphrase information gained from reading, listening, or viewing.

 ***Demonstrate control of delivery skills.***

- Use delivery skills appropriate to speaking situations.
- Use appropriate volume and vocal expression.
- Attend to rate of delivery.
- Articulate clearly.
- Pronounce words accurately.

 ***Participate appropriately in one-on-one situations and group settings.***

Participate in one-on-one communication:

- Respond to adult or peer-initiated topics.
- Initiate new topics.
- Ask relevant questions.
- Respond to questions with appropriate elaboration.
- Confirm understanding by paraphrasing or asking questions.

Participate in group communication:

- Display appropriate turn-taking behavior.
- Share opinions.
- Respond to comments and questions.
- Contribute and respond when teacher or discussion leader directly solicits response.
- Give reasons in support of opinions expressed.
- Clarify or expand on a response when asked.
- Demonstrate respect for the viewpoints of others.

 ***Recognize the role of evaluation in oral communication.***

- Respond to questions and feedback about own presentation.
- Accept feedback respectfully.
- Participate in peer review of oral and written presentations with teacher guidance.

 ***Recognize the role of response in oral communication.***

- Use active listening strategies:
 - Focus
 - Think
 - Respond verbally and nonverbally
- Ask and respond to questions.
- Participate in and follow agreed-upon rules for conversation and discussion.

Speaking - Grades 3-5 Essential Concepts and/or Skills

☐ *Consider audience and variables in the speaking situation.*

- Adjust content for different audiences (e.g., fellow classmates, parents).
- Respond with appropriate information or opinions to questions asked.

☐ *Produce a coherent message.*

Effective speakers use clear language to organize and connect their thoughts and ideas.

- Choose language and vocabulary appropriate to the message and the audience.
- Pronounce words correctly.
- Use appropriate volume.
- Adjust rate to convey meaning.
- Shape and organize content to achieve a purpose.
- Develop several main points relating to a single thesis.
- Use notes or other memory aids to structure the presentation.

☐ *Participate in a variety of communication situations.*

- Participate in small and large group discussions and presentations.
- Collaborate with peers.
- Deliver reports.
- Conduct interviews.
- Plan and participate in group presentations.
- Contribute to informal debates.
- Select audio, visual, or multimedia aids and technology to support a presentation.
- Participate in oral presentations for defined purposes.
- Present dramatic readings, recitations, and performances.
- Express and solicit opinions.

Quadrant C

In small groups, students read and present to the class the

Quadrant D

Students learn about the history and oral traditions of

<p>historical background and a storytelling example from a Native American tribe. The class works together to weave the different traditions and stories into an oral tradition timeline. They present this oral history, complete with examples of Native American storytelling, to an audience that includes classmates, parents, and school dignitaries.</p>	<p>different Native American tribes through reading and viewing. After discussing their findings in small groups, students identify major concerns of the past and present such as the environment, technology, government, and human rights. In the pattern of Native American folklore, students write their own stories about the problems facing our world today. They present these oral stories to the class and tape them to be broadcast on the school network channel.</p>
<p>Quadrant A A class assignment asks students to read about the oral traditions of different Native American tribes. In small groups, students work together to identify and record their findings in a reading log. This culminates in a small group oral presentation to the entire class.</p>	<p>Quadrant B A guest speaker from the Bureau of Indian Affairs is invited to the classroom to chronicle the importance of the oral tradition. Students then select a topic, read widely, and present to the class an informative speech summarizing their findings on some aspect of Native American history or contemporary concern.</p>

☐ ***Use appropriate content and conventions for purpose, audience, occasion, and context.***

- Use language, vocabulary and details appropriate for purpose, audience, and occasion.
- Use emphasis and expression to perform oral presentations and recitations.
- Communicate feelings and needs in appropriate context.
- Raise topics likely to be of interest to another person.
- Ask questions of peers and teachers.
- Gather and share information in formal and informal situations.
- Paraphrase information gained from reading, listening, or viewing.

☐ ***Demonstrate control of delivery skills.***

- Use delivery skills appropriate to speaking situations.
- Use appropriate volume and vocal expression.
- Articulate clearly.
- Pronounce words accurately.
- Attend to rate of delivery.

- Engage the audience with appropriate verbal cues and eye contact.
- Project a sense of individuality and personality in delivery.

☐ ***Participate appropriately in one-on-one situations and group settings.***

Participate in one-on-one communication:

- Respond to adult or peer-initiated topics.
- Initiate new topics.
- Ask relevant questions.
- Respond to questions with appropriate elaboration.
- Confirm understanding by paraphrasing an adult's or peer's directions or suggestions.

Participate in group communication:

- Display appropriate turn-taking behavior.
- Actively solicit another person's comments or opinions.
- Share opinions without dominating.
- Respond to comments and questions.
- Clarify and/or support opinions expressed.
- Demonstrate respect for the viewpoints of others.

☐ ***Recognize the role of evaluation in oral communication.***

- Use student- and teacher-developed criteria to evaluate oral presentations and discussions.
- Respond respectfully to questions and feedback about own presentation.
- Participate in peer review of oral presentations.

☐ ***Recognize the role of response in oral communication.***

- Use active listening strategies:
 - Focus
 - Think

- Respond verbally and nonverbally
- Ask and respond to questions.
- Participate in and follow agreed-upon rules for conversation and discussion.
- Participate as an effective audience member by providing appropriate feedback.

Speaking - Grades 6-8 Essential Concepts and/or Skills

Consider audience and variables in the speaking situation.

- Analyze context and occasion.
- Select content to achieve a particular purpose.
- Adjust content to appeal to the interests and background knowledge of audience members.
- Clarify, illustrate, or expand on a response when asked.

Produce a coherent message.

Effective speakers use clear language to organize and connect their thoughts and ideas.

- Choose language and vocabulary appropriate to the message and the audience.
- Pronounce words correctly.
- Adjust volume to purpose and audience.
- Adjust rate to convey meaning.
- Add stress (emphasis) and inflection to enhance meaning.
- Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- Develop several main points relating to a single thesis.
- Use notes or other memory aids to structure the presentation.

Participate in a variety of communication situations.

Participate in a variety of communication situations.

- Participate in small and large group discussions and presentations.
- Collaborate with peers.
- Deliver reports.
- Conduct interviews.
- Plan and participate in group presentations.
- Contribute to informal and formal debates.
- Select audio, visual, or multimedia aids and technology to support a presentation.
- Participate in oral presentations for defined purposes.
- Present dramatic readings, recitations, and performances.
- Express and solicit opinions.

☐ Use appropriate content and conventions for purpose, audience, occasion, and context.

- Use languages 's vocabulary and detail 's appropriate for purpose, audience, and occasion.
- Use emphasis and expression to perform oral presentations and recitations.
- Use authentic voice and personal style that reflect the speaker's commitment to the message.
- Communicate feelings and needs in appropriate context.
- Raise topics likely to be of interest to another person.
- Ask questions of peers and teachers.
- Gather and share information in formal and informal situations
- Paraphrase information gained from reading, listening, or viewing.

<p>Quadrant C Students choose propaganda techniques and create their own advertisements for existing or new products. Complete with costumes and props, students share their advertisements with the class.</p>	<p>Quadrant D Students choose propaganda techniques and create one-minute television commercials or public service announcements supporting or refuting real causes, organizations, events, campaigns, or political candidates.</p>
<p>Quadrant A Students review advertisements selected by the teacher, write summaries of the propaganda techniques used, and orally present</p>	<p>Quadrant B In small groups, students view separate television commercials, identify the propaganda techniques used in the</p>

their summaries to the class.

commercials, and share their findings orally with the class.

☐ ***Demonstrate control of delivery skills.***

- Use delivery skills appropriate to speaking situations.
- Adjust delivery in response to audience.
- Use appropriate volume and vocal expression.
- Articulate clearly.
- Pronounce words accurately.
- Attend to rate of delivery.
- Engage the audience with appropriate verbal cues and eye contact.
- Project a sense of individuality and personality in selecting and organizing content and in delivery.
- Incorporate multimedia resources to support and enhance presentation.

☐ ***Participate appropriately in one-on-one situations and group settings.***

Participate in one-on-one communication:

- Respond to adult or peer-initiated topics.
- Initiate new topics.
- Ask relevant questions.
- Respond to questions with appropriate elaboration.
- Use language cues to indicate different levels of certainty or to hypothesize.
- Confirm understanding by paraphrasing an adult's or peer's directions or suggestions.

Participate in group communication:

- Display appropriate turn-taking behavior.
- Actively solicit another person's comments or opinions.
- Share opinions without dominating.
- Respond to comments and questions.
- Clarify, illustrate, or expand on an opinion or response when asked; ask classmates for similar expansions.
- Demonstrate respect for the viewpoints of others.

☐ ***Recognize the role of evaluation in oral communication.***

- Generate and use criteria to prepare oral presentations and discussions.
- Respond respectfully to questions and feedback about own presentation.
- Participate in peer review of oral presentations.
- Modify delivery or content during a presentation in response to verbal and nonverbal cues

☐ ***Recognize the role of response in oral communication.***

Recognize the role of response in oral communication.

- Use active listening strategies:
 - Focus
 - Think
 - Respond verbally and nonverbally
- Ask and respond to questions.
- Participate in and follow agreed-upon rules for conversation and discussion.
- Participate as an effective audience member by providing appropriate feedback.

Speaking - Grades 9-12 Essential Concepts and/or Skills

☐ ***Consider audience and variables in the speaking situation.***

Effective speakers adjust content and delivery according to the particular audience and occasion.

In the public speaking situation:

- Analyze context and occasion for messages.
- Select content to achieve a particular purpose.
- Adjust content to appeal to the interests and background knowledge of audience members.

<p>Quadrant C Students formulate a thesis for addressing an environmental concern. In small groups students debate the strengths and weaknesses of their arguments and counter-arguments. Students record and analyze or critique their speech and debate deliveries, receiving feedback from peers and instructor.</p>	<p>Quadrant D Students write and verbally present a bill proposing a new law or law change for an environmental issue accompanied by a multimedia presentation. Students defend position before three faculty members to simulate a legislative debate over the law proposals. Students revise bill proposals and submit them to local officials for further consideration.</p>
<p>Quadrant A Students review elements of persuasive speech (attention-getter, thesis, development of argument/ideas, acknowledgement of counter-arguments, ethos, logos, pathos, etc.). As students listen to sample persuasive speeches, they discuss and identify effective speaking techniques, such as emphasis, rate, tone, and nonverbal communication.</p>	<p>Quadrant B Students conduct research through interviews with experts about environmental concerns. Students investigate and discuss how a bill becomes a law and the process of amending or repealing a law.</p>


☐ Produce a coherent message.

Effective speakers use clear language to organize and connect their thoughts and ideas.

- Develop several main points related to a single thesis.
- Use familiar organizational patterns, such as compare/contrast or problem/solution.
- Use effective introductions, transitions, and conclusions.

<p>Quadrant C Students research controversial topics, take sides, and develop an outline for a speech articulating their opinions. Students debate</p>	<p>Quadrant D Graduating seniors reflect on their four years of high school service experiences. They develop a speech articulating the</p>
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both sides of the issue with each other.	resulting benefits. Students deliver this speech to a local service organization during one of its regular meetings.
<p>Quadrant A Students review the parts of effective argumentation structure: thesis and supporting points, organizational patterns (i.e., compare/contrast, problem solution), introductions, conclusions, and transitions.</p>	<p>Quadrant B Students review presidential speeches and identify theses and organizational pattern, and assess introductions and conclusions.</p>

 **Participate in a variety of communication situations.**

- Participate in oral presentations for defined purposes.
- Deliver multimedia presentations.
- Present dramatic reading, recitations, and performances both in and out of the classroom.

<p>Quadrant C Students choose a debatable topic of interest and prepare a persuasive speech. The speech should demonstrate an understanding of key concepts related to persuasion, a firm grasp of the elements of effective public speaking, and thorough analysis and understanding of all issues related to the topic.</p>	<p>Quadrant D Students brainstorm issues of concern to the local community, and then choose one to research. This research should include laws and policies related to the issue, personal interviews with people on both sides of the issue, relevant research on the subject, and any other meaningful sources of information. At the culmination of the research, the students must prepare a multimedia presentation that uses ethical persuasive techniques to support one side of the issue and present it to a group of stakeholders.</p>
<p>Quadrant A Students give a speech of introduction at the beginning of a speech class. Through the speech the class and teacher should become more familiar with the speaker.</p>	<p>Quadrant B Students choose, rehearse, and perform a play for an elementary class.</p>

☐ *Use appropriate content and conventions for purpose, audience, occasion, and context.*

- Use language that matches the audience's level of understanding, such as vocabulary and amount of detail.
- Use authentic voice that reflects the speaker's commitment to the message and personal style.
- Use language that promotes emotional responses related to the speaker's purpose.

<p>Quadrant C Students revise the essay written in Quadrant B, synthesizing their more sophisticated content and making it appropriate for an older, more educated audience. Students review, evaluate, revise, and edit each other's essays.</p>	<p>Quadrant D Students present the ideas developed in Quadrant A, B, or C activities in a series of pamphlets, including supporting images with differing versions to address a variety of local audiences (doctors' offices, bus stations, fast food restaurants, fine dining restaurants, youth sports complexes, secondary educational institutions, YMCA/YWCA, etc.) Students draft at least three different versions and establish which version should be placed at which location. Students explain and defend decisions to instructor and class.</p>
<p>Quadrant A Students brainstorm characteristics of different writing purposes, audiences, and situations. Students outline a plan for a chosen specified audience, purpose, and setting.</p>	<p>Quadrant B Students choose and draft an essay to inform or persuade an elementary school audience about an appropriate topic. (For example, capital punishment and abortion would not be appropriate topics for a young audience.)</p>

☐ *Demonstrate control of delivery skills.*

- Use a variety of verbal and nonverbal techniques for presentation.
- Maintain acceptable levels of poise, including eye contact, body position/movement, and vocal expression.
- Use appropriate pronunciation and clear articulation.
- Effectively use materials and equipment.

<p>Quadrant C Given a debatable topic, students take one side, research it, and participate in a formal debate during class.</p>	<p>Quadrant D Students investigate the differences in both verbal and nonverbal communication between formal English and another vernacular. For instance, students might choose southern English, British English, Black English, or Australian English. Students rely upon</p>
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	<p>observational data, interviewing, and scholarly research to gather their information. Upon completion of the data collection, each student creates a small-scale grammar book for his or her chosen vernacular and demonstrates understanding of the rules of its usage by rewriting and performing a teacher-selected scene from a play or movie.</p>
<p>Quadrant A Students prepare a presentation for the class that demonstrates how to complete a task. During the presentation students must utilize at least one tangible prop and at least one form of technology.</p>	<p>Quadrant B Students work in small groups with a local senior citizens organization to teach interested senior citizens how to use commonly used technology. This may include text-messaging, e-mail, the Internet, or basic computer applications. Each group should use a large group, multimedia presentation, and one-on-one instruction to ensure all members of the class understand how to use the technology presented.</p>

 ***Participate appropriately in one-on-one situations and group settings.***

- Engage in purposeful and meaningful dialogue.
- Demonstrate respect for the viewpoints of others.
- Ask relevant questions and respond to questions.
- Initiate new ideas on relevant topics.
- Confirm understanding by paraphrasing.
- Resolve conflict through negotiation and compromise.

<p>Quadrant C Students research college/institutes/schools they are interested in attending post-high school and/or careers/jobs that interest them. Students draft résumés and formulate questions they anticipate hearing in an actual interview.</p>	<p>Quadrant D Students partake in a college or job fair. Interviewers rate the students on the impression they make with respect to their verbal interaction (e.g., highly recommended, recommended, recommended with reservations, not recommended) and give verbal and written constructive criticism on their presentation.</p>
<p>Quadrant A</p>	<p>Quadrant B</p>

Students review interviewing processes — formal documentation, greeting, eye contact, tone, presence, articulation, enunciation, inflection, rate, etc. Students review goals of interviews from both interviewer and interviewee perspective.

Students reflect upon actual interviews they have had — what went well, what did not go well, what they expected, what to expect in the future, etc.

☐ ***Recognize the role of evaluation in oral communication.***

- Respond to questions and feedback about own presentation.
- Accept feedback respectfully to improve future oral presentations.
- Modify delivery or content during a presentation in response to verbal and nonverbal cues.

Quadrant C

In cooperative groups, students review each other’s speeches: ask questions, respond to feedback or explain speech point choices or techniques in positive manner. Students modify speech based upon feedback and redeliver speech with changes. Students log suggestions in notebook and write journal reflection about advice given.

Quadrant D

In a business class students develop product proposals and present their proposals to fellow students in a mock “think tank” forum. Students must effectively and respectfully respond to questions and defend their proposal.

Quadrant A

Students review processes for impromptu speeches (receiving topic, brainstorming thoughts, formulating thesis or main point, developing supporting points/ideas, etc.).

Quadrant B

Students are assigned settings outside of school to give impromptu speeches: meetings, general opinions/critiques, toasts, etc. Students deliver speeches and modify during delivery based on audience response and suggestions during classroom experience. Students receive feedback about speech and respond in a journal entry.

☐ ***Recognize the role of response in oral communication.***

- Participate as an effective audience member by providing appropriate feedback.
- Engage in active listening demonstrated by verbal and nonverbal cues.

<p>Quadrant C Students participate in a Socratic Seminar to gain a thorough understanding of a text. The seminar begins with an open question about the text. Throughout the seminar, students use logic and a series of questions and answers to gain a deeper understanding of the complex ideas presented in the text. A more thorough explanation of the Socratic Seminar can be found at http://www.studyguide.org/socratic_seminar.htm.</p>	<p>Quadrant D Students observe employees and shoppers in several interactions at a customer service department in a retail store. This may be done live, or students may watch video-recorded selections. During the observations, students note how differences in verbal and nonverbal cues influence the interactions. Students use the information gained from the observations to create a training manual for new customer service employees.</p>
<p>Quadrant A Students use a teacher-demonstrated note-taking technique to track their own questions and the instructor’s answers, as well as the questions and answers of other students. Students use these notes as study aids as they prepare for a test.</p>	<p>Quadrant B Students observe employees and shoppers in several interactions at a customer service department in a retail store. This may be done live, or students may watch video-recorded selections. During the observations, students note how differences in verbal and nonverbal cues influence the interactions.</p>

Listening - Grades K-2

Listening is an inherent companion to the other literacy skills of reading, writing, speaking, and viewing. Listening involves the sender, receiver, and message. A student is engaged in critical thinking while actively listening. An effective listener demonstrates the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, and environmental distractions).

Essential Concepts and/or Skills

Listen for information and understanding.

- Apply active listening strategies in a variety of settings:
 - Focus
 - Think
 - Respond verbally and nonverbally

- Process information, ideas, and opinions to determine relevance.
- Connect information to prior knowledge and personal experiences.
- Listen to follow one- or two-step directions.
- Ask questions, share ideas, or paraphrase to enhance the understanding of what is being said.
- Gather and convey information from the listening experience (e.g., retell, relate prior knowledge, summarize, and follow directions).

<p>Quadrant C Students listen to the teacher read a nontraditional version of Cinderella. They discuss the selection of story elements and then role-play the story. (For example, the selection of elements in a portrayal varies for a Native American Cinderella, a Hispanic Cinderella, or a Chinese Cinderella, etc.)</p>	<p>Quadrant D The teacher reads several different nontraditional versions of Cinderella. The class listens for common elements and notes the differences and similarities in the use of these elements in the versions. Students then create story maps of their own nontraditional versions. They tell their new versions to the class and/or small groups who identify the common elements.</p>
<p>Quadrant A Students listen to the teacher read a traditional version of Cinderella and draw a story map to use in retelling the story.</p>	<p>Quadrant B Students listen to a version of Cinderella posted on YouTube. They use the sketch-to-stretch strategy to picture the details they heard in the story.</p>

 ***Listen for interpretation, analysis, and evaluation.***

Determine a speaker's general purpose:

- To inform
- To entertain
- To persuade

Determine a purpose for listening:

- To obtain information
- To take action
- To make decisions
- To solve problems

- For enjoyment

Use listening to interpret, analyze, and evaluate:

- Use the sounds, segments, rhythms, and patterns of language to interpret what is heard.
- Listen to analyze and interpret information, opinions, issues, and ideas.

☐ ***Listen to establish, maintain, and enhance relationships.***

- Listen in one-on-one, small group, and large group settings to make connections with others.
- Demonstrate respectful behaviors that indicate active listening. (e.g., eye contact, nonverbal cues, body language).
- Ask questions to maintain engagement and an understanding of what is being said.
- Make respectful comments to agree or disagree without dominating.
- Display appropriate turn-taking behaviors.

Listening - Grades 3-5 Essential Concepts and/or Skills

☐ ***Listen for information and understanding.***

- Apply active listening strategies in a variety of settings:
 - Focus
 - Think
 - Respond verbally and nonverbally
- Process information, ideas, and opinions to determine relevance.
- Connect information to prior knowledge and personal experiences.
- Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions.
- Listen to follow multiple-step directions.
- Ask questions, share ideas, or paraphrase to enhance the understanding of what is being said.
- Gather and convey information from the listening experience (e.g., retell, relate prior knowledge, summarize, follow directions).

list key ideas, paraphrase, and take notes).

☐ ***Listen for interpretation, analysis, and evaluation.***

Determine a speaker's general purpose:

- To inform
- To entertain
- To persuade

Determine a purpose for listening:

- To obtain information
- To take action
- To make decisions
- To solve problems
- For enjoyment

Use listening to interpret, analyze, and evaluate:

- Identify language sounds and patterns and how they affect the listener (e.g., alliteration, rhyme, onomatopoeia).
- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations.
- Determine a speaker's attitude toward a subject and the audience through verbal and nonverbal cues.

<p>Quadrant C Students listen to recordings of famous poets reading their poems and identify various elements of poetry (e.g., alliteration, repetition and consonance). They write and perform original poems using the identified elements.</p>	<p>Quadrant D Local authors published in Lyrical Iowa read original works to the class. Students identify the poetic elements they hear (e.g., alliteration, repetition and consonance) and record their personal responses to those elements. They write letters to the poets thanking them for performing; they explain their responses to</p>
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	the readings using citations from the original poems.
Quadrant A Students listen to poetry and identify the use of various elements (e.g., alliteration, repetition and consonance) in the poems from a chart of poetry elements and illustrative examples provided by the teacher.	Quadrant B Students listen to popular songs and identify the use of various elements (e.g., alliteration, repetition and consonance) in the songs using a chart of poetry elements and illustrative examples provided by the teacher.

☐ ***Listen to establish, maintain, and enhance relationships.***

- Listen in one-on-one, small group, and large group settings to make connections with others.
- Demonstrate respectful behaviors that indicate active listening. (e.g., eye contact, nonverbal cues, body language).
- Ask questions to maintain engagement and an understanding of what is being said.
- Make respectful comments to agree or disagree without dominating.
- Display appropriate turn-taking behaviors.

Listening - Grades 6-8 Essential Concepts and/or Skills

☐ ***Listen for information and understanding.***

- Apply active listening strategies in a variety of settings:
 - Focus
 - Think
 - Respond verbally and nonverbally
- Process information, ideas, and opinions to determine relevance.
- Connect information to prior knowledge and personal experiences.
- Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions.
- Listen to follow multiple-step directions.
- Ask questions, share ideas, or paraphrase to enhance the understanding of what is being said.
- Gather and convey information from the listening experience (e.g., retell, relate prior knowledge, summarize, follow directions,

list key ideas, paraphrase, and take notes).

☐ ***Listen for interpretation, analysis, and evaluation.***

Determine a speaker's general purpose:

- To inform
- To entertain
- To persuade

Determine a purpose for listening:

- To obtain information
- To take action
- To make decisions
- To solve problems
- For enjoyment

Use listening to interpret, analyze, and evaluate:

- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations.
- Identify how format, language, style, and context communicate the author's message and affect the listener.

Quadrant C

Students listen to the inaugural address of President Kennedy and evaluate the delivery for style, substance, and the effectiveness of his message based on criteria created by the class. They determine the priority the President placed on the issues by analyzing and

Quadrant D

Students listen to a podcast of a debate on a timely issue in a legislative session. Students evaluate the strength of the arguments presented – determining the positive or negative impact of public speaking skills on the arguments. Students write opinion statements on the issue and present them to the class - who in turn comment on the impact of their speaking skills on the strength of the opinion presented.

reflecting on his method of delivery.	
<p>Quadrant A The students listen to John F. Kennedy's inaugural speech. They generate a list of the main topics presented by President Kennedy.</p>	<p>Quadrant B In groups, students read articles covering the main issues of voters in 1961. Students listen to John F. Kennedy's inaugural speech. They determine if the issues identified by voters were also covered in President Kennedy's speech.</p>

☐ *Listen to establish, maintain, and enhance relationships.*

- Listen in one-on-one, small group, and large group settings to make connections with others.
- Demonstrate respectful behaviors that indicate active listening. (e.g., eye contact, nonverbal cues, body language).
- Ask questions to maintain engagement and an understanding of what is being said.
- Make respectful comments to agree or disagree without dominating.
- Display appropriate turn-taking behaviors.

Listening - Grades 9-12

☐ *Listen for information and understanding.*

Listen for information and understanding.

- Apply active listening strategies in a variety of settings.
- Process information, ideas, and opinions to determine relevance.
- Connect information to prior knowledge, personal experience, and contemporary situations.
- Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions.
- Apply strategies for listening comprehension such as taking notes, organizing, summarizing, asking questions, and paraphrasing.

<p>Quadrant C Students debate and listen to ideas presented in their research, pose questions, and compare and contrast ideas behind their theories. Students weigh evidence to support a theory of the origins of the universe.</p>	<p>Quadrant D Students peruse blogs, editorials, and other forums to gather information from multiple viewpoints. Then students pose original ideas for the origins of the universe through an interview or dialogue with a science professional (professor, NASA physicist, physics teacher, etc.). Students create a verbal or nonverbal representation of their personal theory of the origin of the universe.</p>
<p>Quadrant A Students listen to a lecture about particle physics, matter, and antimatter, and summarize the lecture in a one-page response.</p>	<p>Quadrant B Students read and research varying theories of the world's creation. As part of their research, students watch a scientific documentary on the origins of the universe. Students listen to excerpts from a number of sources on the world's creation and discuss what is fact or fiction in the passages.</p>

☐ ***Listen for interpretation, analysis, and evaluation.***

- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations.
- Identify how format, language, style, and context communicate the author's message and affect the listener.
- Synthesize multiple ideas and assimilate those that are useful.

<p>Quadrant C Students listen to collection of classical music composers not listed in Quadrant B activity (e.g., Beethoven, Wagner, Vivaldi, Mozart, etc.). Students research and identify key signatures of music representing three different key signatures from the works. Students play a piece from each work that exemplifies the characteristics of the key signature identified.</p>	<p>Quadrant D Students compose and perform a piece of music that progresses through three distinct key signatures. Peers, instructor, and music professionals evaluate students' work for originality, diversity, complexity, and overall appeal.</p>
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<p>Quadrant A Students review musical key signatures and major scales. Students rehearse scales.</p>	<p>Quadrant B Students listen to songs listed at Capistrano (CA) School's "All About Key Signatures" Web page http://www.empire.k12.ca.us/CAPISTRANO/Mike/capmusic/Key%20Signatures/key_signatures.htm, identifying major or minor keys.</p> <ul style="list-style-type: none"> • <i>In the Hall of the Mountain King</i> by Edvard Grieg • <i>Funeral March</i> by Frederic Chopin • <i>Scherzo from A Midsummer Night's Dream</i> by Mendelssohn • <i>Dance of the Sugar Plum Fairy</i> by Tchaikovsky
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 **Listen to establish, maintain, and enhance relationships.**

- Listen at home, in school, and in social and business communities.
- Provide verbal and nonverbal feedback to indicate engagement.

<p>Quadrant C Students listen to a lecture delivered by the instructor while employing the basic skills. Students summarize basic message in writing and explain points of agreement or disagreement.</p>	<p>Quadrant D As part of a psychology class project, students videotape discussions between themselves and their peers in varying settings: home, school, and work or formal settings. Students evaluate self and peers for listening skills and their significance in relationship building. Students create a guide for effective communication in different settings.</p>
<p>Quadrant A Students review listening skills: focus, eye contact, facial expressions, nodding, asking clarifying questions, etc. Students discuss good and bad examples of listening from their life experience.</p>	<p>Quadrant B Students are given topics from varying subject areas — music, sports, curriculum areas (math, science, social studies, art, foreign language, etc.), current events, pop culture, etc. Students develop a fact sheet about the topic to share with the listener. The listener is to employ the listening skills and summarize the overall message at the end.</p>

21st Century Skills Related to Communication

Employability Skills - Grades K-12 Essential Concepts and/or Skills

Grades K-2

- **Communicate and work appropriately with others to complete tasks.**
- **Recognizes different roles and responsibilities and is open to change.**
- **Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.**
- **Develop initiative and demonstrate self-direction in activities.**
- **Work productively and are accountable for their actions.**

Grades 3-5

- **Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.**

- **Adjust to various roles and responsibilities and understand the need to be flexible to change.**
- **Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.**
- **Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.**
- **Demonstrates productivity and accountability by producing quality work.**

Grades 6-8

- **Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.**
- **Adapts and adjusts to various roles and responsibilities in an environment of change.**
- **Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.**
- **Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.**
- **Demonstrate productivity and accountability while aspiring to meet high expectations.**

Grades 9-12

- ☐ ***Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work***

Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.

- Work appropriately and productively with others

- Set goals
- Effectively communicate with group and stakeholders
- Demonstrate respectful behavior to group member ideas and opinions
- Manage and resolve conflict when appropriate
- Lead or support when appropriate
- Determine people's strengths and assign roles accordingly
- Contribute to a team by sharing information and expertise
- Agree to disagree in a respectful manner in a group dynamic
- Collaborate effectively with other teams/team members toward a common goal
- Recognize own and other's good efforts
- Use different perspectives to increase innovation and the quality of work
 - Gather input from all group members
 - Capitalize on the diversity of group members
 - Accept and provide feedback in a constructive and considerate manner
- Use all the appropriate principles of communication effectively
 - Listen to understand and appreciate the points of view of others
 - Listen for comprehension
 - Listen for decision making
 - Process information in order to make an informed decision
 - Ask appropriate questions in seeking clarification
 - Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)
 - Follow directions
 - Express thoughts and ideas clearly and succinctly
 - Use appropriate technology to communicate
 - Use appropriate channels of communication (written, verbal, technical, visual)

<p>Quadrant C Pairs of students conduct interviews with five adults and synthesize their results in order to create a top ten list of teamwork qualities. Students then compare and contrast their lists with research on effective teamwork.</p>	<p>Quadrant D Group of students identifies, plans, and completes a Service Learning project.</p>
<p>Quadrant A Students brainstorm a list of qualities needed for effective</p>	<p>Quadrant B Students participate in the “Amazing Maze Activity”. The goal</p>

teamwork.

of this activity is to move the entire group across grid by a predetermined, but unknown path. (Use masking tape to develop a grid on the floor.) Following the activity, debrief with the students the qualities which were necessary to complete the task. Compare these qualities to the students' previously brainstormed list.

☐ Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.

- Adapt to varied roles, responsibilities, and expectations
 - Work independently or as a part of a team
 - Learn from mistakes and accept feedback
 - Carry out multiple tasks or projects
 - Continuously monitor the success of a project or task
 - Identify ways to improve project or task
 - Consider multiple perspectives and represents a problem in more than one way
 - Accept others; tolerant of differences
- Work effectively in a climate of ambiguity and changing priorities
 - Cope with uncertainty; quickly and calmly change focus and goals as the situation requires
 - Demonstrate a sense of comfort with lack of structure
 - Remain composed and focused, even under stress
 - Adapt to changing requirements and information
 - Respond openly and constructively to change
 - Approach conflict from win-win perspective
- Demonstrate appropriate risk-taking
 - Provides innovative and resourceful engagement
 - Identifies and suggests alternative ways to achieve goals
 - Asks "what if"
 - Brainstorms effectively
 - Questions assumptions in a non-confrontational manner

Quadrant C

Students give an extemporaneous speech having selected a

Quadrant D

Students prepare and participate in a debate.


random topic out of a basket.	
Quadrant A Students create a storybook describing how to effectively encounter change in the work place.	Quadrant B Have students participate in a game of basketball while the teacher continually changes the rules. Debrief with students about how they had to adapt in order to continue playing the game.

☐ Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.

- Use interpersonal skills to influence and guide others toward a goal
 - Positively support the work of others
 - Facilitate and delegate responsibilities to best accomplish goal(s)
 - Build relationships
 - Engage in the tasks to accomplish goal
 - Know when to listen and when to speak-up
 - Maintain an open mind
 - Provide constructive feedback
- Leverage the strengths of others to accomplish a common goal
 - Communicate effectively
 - Collaborate effectively
 - Appreciate ideas of others
 - Facilitate compromise that can lead to group consensus
- Demonstrate integrity and ethical behavior
 - Accept ownership for actions
 - Demonstrate trustworthiness and honesty
 - Make decisions based on important core values
 - Demonstrate mental, physical, and emotional preparedness to accomplish the task
 - Organize required materials in a readily accessible format.
 - Focus and become energized on the task objectives

Quadrant C	Quadrant D
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<p>Use case study of Enron to evaluate how practices affected employees and the general economy.</p>	<p>Students create a code of conduct for their school. Different groups of students are assigned to write different sections of the code. Each group will present their section of the code of conduct to the class. Every person in the class has an assigned stakeholder perspective (teacher, administrator, parent, legislature, etc.) to listen and provide feedback to the group about their code.</p>
<p>Quadrant A Have students develop their own definition of ethics after discussing how students would respond in various ethical dilemmas.</p>	<p>Quadrant B Show the video, <i>Fun with Dick and Jane</i>. Following the video, have students research corporate codes of conduct and analyze how and why codes of conduct are necessary in outlining guidelines for employees. Also, have students discuss how various stakeholders were impacted by the unethical actions of the characters in the movie.</p>

 ***Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.***

- Perform work without oversight
 - Assesses the situation and identify the priority/necessary actions to be taken
 - Understand the value of the task in relationship to greater goal
 - Understand that incomplete work-- even if excellent--is a failure
 - Model self-confidence
 - Know how to find and evaluate appropriate resources
 - Implement solutions
 - Demonstrate commitment to self/group/society
- Use time efficiently to manage workload
 - Segment task into logical steps with appropriate estimates of time
 - Build a timeline to facilitate completion of the task
 - Prioritize steps in proper order
- Assess one's own mastery of skills
 - Understand the task
 - Identify the depth and breadth of knowledge to be successful at a task
 - Identify and utilize appropriate measure of knowledge

- Set and achieve high standards and goals
 - Understand incremental steps for acquiring goals
 - Create a written plan
 - Set realistic goals that match aptitudes
 - Engage in activities to improve skills that are relative to goals
 - Demonstrate core values
 - Constructively evaluate progress and takes corrective action when necessary
- Engage in effective problem solving process
 - Transfer learning from one domain to another
 - Identify partners and resources germane to the situation
 - Evaluate and select the best resources in context of the problem, and allocates them appropriately
 - Identify root cause of problem
 - Detail a course of action in writing with sequence of steps involved
 - Implement a solution and makes adjustments when there is need/opportunity for improvement

<p>Quadrant C Students research a career area of interest based on their Choices Interest Inventory results and write a paper outlining the key points for career choices.</p>	<p>Quadrant D Student designs questions and conduct an interview of a local business leader while participating in a job shadow experience.</p>
<p>Quadrant A Take the Choices Interest Inventory.</p>	<p>Quadrant B Students locate and arrange for a guest speaker from their career area of interest to present to their class.</p>

 ***Demonstrate productivity and accountability by meeting high expectations.***

- Deliver quality job performance on time
 - Recognize and understand required standards needed for successful completion
 - Set goals and establish timelines to reach required standards
 - Establish assessment checkpoints throughout work processes
 - Identify quality control issues and makes needed adjustments to correct problems
 - Take initiative to see job completed without compromising quality
 - Reassess process on a regular basis to identify any opportunities for improvement
 - Demonstrate ethical behavior and works responsibly, reliably, and collaboratively with others

- Demonstrate accountability for individual performance
 - Come to work regularly and is on time all of the time
 - Stay productive when on the job
 - Take initiative to help others when own work is completed
 - Accept responsibility for errors and corrects errors
 - Learn from mistakes
 - Follow through with work assignments
 - Demonstrate willingness to work overtime
 - Demonstrate flexibility to cross train

<p>Quadrant C Students create a presentation over the impact of absenteeism and its cost to the economy.</p>	<p>Quadrant D Using Quality Tools and Process students work with local employer to help resolve absenteeism issues.</p>
<p>Quadrant A Students brainstorm a list of consequences that could result from absenteeism on the job.</p>	<p>Quadrant B Students develop role plays describing how to effectively demonstrate accountability on the job.</p>

Iowa Early Learning Standards

2006

Iowa Early Learning Standards 2006

The Iowa Early Learning Standards identify the knowledge, skills, motivation, and attitudes needed by birth to five-year-olds that lead to success as students enter school and as adults.

The standards are designed to:

- Assist parents, professionals, and community leaders to identify, plan, and implement programs and experiences that provide high quality early care and education to all children.
- Guide the planning of curriculum and assessment for preschool children in early care and education settings in child development homes, child care centers, and preschool programs offered by a variety of public and private agencies.
- Inform parents seeking information on the skills, understandings, and experiences young children need for success in school and life.
- Guide planning for pre-service (higher education), professional development, and adult education programs for those who work with young children in a variety of settings

The Iowa Early Learning Standards six developmental areas. The standards and benchmarks in each of these areas are based on both research and theory in child development and early education.

The six areas are:

- physical well-being and motor development;
- approaches to learning;
- social and emotional development;
- communication, language, and literacy;
- mathematics and science; and
- creative arts.

Here is the link to download the Iowa Early Learning Standards:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=681&Itemid=1571

**Curriculum Based
Communication Skills
Checklists PreK-12**

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Preschool

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
PHONEMIC AWARENESS & EARLY LITERACY				
A. The student recognizes rhyming sounds/words				
B. The student discriminates between sounds as same/different (i.e. environmental & animal sounds, phonemes)				
C. The student identifies environmental sounds				
D. The student claps/snaps/pounds syllables in words				
E. The student recognizes words that begin/end with the same sounds				
F. The student recognizes letters in their name and a few other letters				
G. The student recognizes familiar words/environmental print				
H. The student participates in reading predictable books (i.e. <u>Brown Bear</u>)				
LISTENING COMPREHENSION				
A. The student demonstrates "listening behaviors" in group activities				
B. The student provides on-topic responses during group activities				
C. The student can follow simple oral instructions				
1. in individual direction				
2. in group direction				
D. The student answers yes/no questions				
E. The student responds to choice questions, given 2 options				
F. The student completes CLOZE questions				
G. The student answers simple WH questions (i.e. what, where, who)				
H. The student retells events from simple story or activity				
I. The student points to named/described items within a book (i.e. find the cat; find something that swims)				
J. The student is beginning to differentiate between "real/pretend"				
SPEAKING				
A. The student speaks clearly and understandably				
B. The student speaks using 4+ word sentences				
C. The student speaks using appropriate grammar, including:				
1. use of nouns (singular, regular plural "-s")				
2. use of action words, including "-ing" endings				
3. use of pronouns				
4. use of auxiliary verbs (e.g. "is, are")				
D. The student expresses wants/needs/ideas in an organized manner				
E. The student tells experiences about remote events				
F. The student tells a story related to a picture				
G. The student verbally participates in group songs/chants/fingerplays				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate and fluency (i.e. without stuttering)				
J. The student speaks with appropriate pitch, volume, and quality				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
A. The student understands and uses basic concepts of:				
1. time (yesterday, today, day, night)				
2. quantity (more, numbers, etc.)				
3. space (next to, in, on, below, etc.)				
4. size (big, little); shape (circle, square); color				
5. misc. (match, sort, same, different)				
B. The student uses age appropriate vocabulary				
C. The student names items in common categories				
D. The student labels a category for a group of related items				
E. The student explains the use of a given object				
F. The student is beginning to use comparative vocabulary (i.e. bigger)				
G. The student understands negative terms (i.e. not, don't, stop, all gone)				
SOCIAL LANGUAGE				
A. The student uses eye contact during conversation				
B. The student communicates - - verbally or nonverbally - - for a variety of purposes, including:				
1. gaining attention				
2. commenting on objects and actions				
3. requesting				
4. protesting/denying				
5. greeting/closing				
6. initiating and sustaining conversation through turn-taking				
7. maintaining topic of conversation for 3-4 turns				
8. making choices				
9. clarifying when not understood				
10. describing 11. asking questions				
12. predicting 13. expressing affection				
14. taking turns (i.e. playing a game)				
15. negotiating/regulating the actions of others				
C. The student demonstrates joint attention (i.e. looking at book together)				
D. The student shares toys/materials				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student labels basic feelings (i.e. happy, sad, angry)				
H. The student can follow classroom rules and routines				
I. The student uses appropriate facial expression and body language				
WRITTEN LANGUAGE				
A. The student recognizes his own name				
B. The student is beginning to write the letters in his own name				
C. The student is beginning to communicate through drawing/writing				
D. The student generates topics for writing ideas through discussions with others				

* What interventions have you attempted to address these concerns? Please list on back.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Kindergarten

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
PHONEMIC AWARENESS & EARLY LITERACY				
A. The student can hear and identify rhyming sounds/words				
B. When given a word, the student can produce a rhyme				
C. The student can discriminate between sounds as same/different				
D. The student can count or clap number of syllables in words				
E. The student can identify upper and lower case letters				
F. The student can name upper and lower case letters				
G. The student can recognize and say the common <i>sounds</i> of letters				
H. The student can break CVC words into its separate sounds				
I. The student can blend individual sounds into a CVC word				
LISTENING COMPREHENSION				
D. The student demonstrates "listening behaviors" in group activities				
E. The student provides on-topic responses during group activities				
F. The student can repeat directions				
G. The student can follow 1- to 2-step oral instructions				
1. in individual direction				
2. in group direction				
E. The student can answer WH questions				
F. The student can retell information/simple stories they have heard				
G. The student can tell the topic/main idea of a story				
H. The student can recognize similarities between stories and prior knowledge				
I. The student can make predictions using pictures and content as a guide				
J. The student can draw inferences and solve simple riddles				
K. The student can identify simple cause and effect relationships				
L. The student can distinguish between "pretend" and "real"				
M. The student can sequence 4 picture cards				
SPEAKING				
K. The student speaks clearly and understandably				
L. The student speaks in complete sentences				
M. The student speaks using appropriate grammar, including:				
1. use of nouns (common, proper, singular, plural)				
2. use of action words and appropriate verb tenses, except irregular past tense				
3. use of pronouns				
a. subject (I, he, she, it, they)				
b. object (him, her, them)				
c. possessive (his, hers, theirs)				
4. use of auxiliary verbs (e.g. "is, are")				
N. The student expresses wants/needs/ideas in an organized manner				
O. The student asks grammatically-correct questions				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
P. The student tells a story from a pictured sequence of four				
Q. The student uses age appropriate articulation/speech sounds				
R. The student speaks with appropriate rate, pitch, volume, quality, and fluency (i.e. without stuttering)				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
H. The student understands and uses basic concepts of:				
1. time (yesterday, today, day, night)				
2. quantity (more, numbers, etc.)				
3. space (next to, in, on, below, etc.)				
4. size (big, little)				
5. shape (circle, square)				
6. color				
7. misc. (match, sort, same, different)				
I. The student uses age appropriate vocabulary				
J. The student names items in common categories				
K. The student labels a category for a group of related items				
L. The student explains the use of a given object				
M. The student is beginning to use comparative vocabulary (i.e. bigger)				
N. The student understands negative terms (i.e. not, don't, stop, all gone)				
O. The student associates words with objects and activities				
SOCIAL LANGUAGE				
J. The student uses eye contact during conversation				
K. The student initiates greetings or interactions				
L. The student stays on topic giving relevant information				
M. The student takes conversational turns				
N. The student begins and ends conversations appropriately				
O. The student demonstrates the ability to make choices				
P. The student accepts decisions made by others and themselves				
Q. The student makes and maintains friendships				
R. The student expresses opinions and feelings appropriately				
S. The student follows classroom rules and routines				
T. The student uses appropriate facial expression and body language				
U. The student identifies basic emotions (e.g. happy, sad, angry)				
WRITTEN LANGUAGE				
E. The student recognizes his own name				
F. The student writes his/her own name				
G. The student sequences left to right				
H. The student participates in informal writing experiences				
I. The student writes a corresponding letter for a sound they hear				
J. The student generates topics for writing ideas through discussions with others				

* What interventions have you attempted to address these concerns? Please list.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for First Grade

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
PHONEMIC AWARENESS & LITERACY				
A. The student can identify and distinguish between letters, words, and sentences				
B. The student can discriminate between sounds				
C. The student can identify and say the beginning and ending sounds in words				
D. The student can recognize and say the corresponding sounds of consonants, blends, digraphs, and vowels				
E. The student decodes by using letter-sound matches				
F. The student uses knowledge of word families to sound out words				
G. The student can blend 2-4 phonemes/sounds into words				
H. The student can add/delete/change sounds in a given word to create new or rhyming words				
LISTENING COMPREHENSION				
A. The student uses active listening skills				
B. The student can follow 1- to 2-step oral instructions				
1. in individual direction				
2. in group direction				
C. The student can recall details of a story, including characters, setting, and events				
D. The student can answer WH questions				
E. The student can retell information/simple stories they have heard				
F. The student can determine beginning/middle/end events of a story				
G. The student can determine the topic/main idea of a story				
H. The student can recognize similarities between stories and prior knowledge				
I. The student can make predictions using text and prior knowledge				
J. The student can draw inferences/conclusions from text and illustrations				
K. The student can identify simple cause and effect relationships				
L. The student can identify character's feelings				
M. The student can sequence 4 events				
SPEAKING				
A. The student speaks clearly and understandably				
B. The student speaks in complete sentences				
C. The student speaks using appropriate grammar, including:				
1. use of nouns (including common, proper, singular, plural)				
2. use of action words and appropriate verb tenses				
3. use of auxiliary verbs (i.e. is, are)				
4. use of correct pronouns				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments

D. The student expresses wants/needs/ideas in an organized manner				
E. The student asks grammatically-correct questions				
F. The student can tell a story from a pictured sequence of four				
G. The student can tell an original story of a personal event or daily activity				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality and fluency (i.e. without stuttering)				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
A. The student understands and uses basic concepts of: quantity (most, less, few etc.); space (right/left, next to, below, etc); time (beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student differentiates true/false or real/imaginary statements				
F. The student identifies synonyms and antonyms for words				
SOCIAL LANGUAGE				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student takes conversational turns				
D. The student begins and ends conversation appropriately				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student expresses opinions and feelings appropriately				
H. The student follows classroom rules and routines				
I. The student uses appropriate facial expression and body language				
J. The student acts appropriately based on understanding of non- verbal cues and body language of others				
K. The student identifies basic emotions (e.g. happy, sad, angry)				
WRITTEN LANGUAGE				
A. The student can capitalize the first word of a sentence				
B. The student can use ending punctuation				
C. The student can compose:				
1. one simple sentence				
2. one simple sentence with a descriptive word				
3. 2-4 related sentences				
4. a simple story with beginning-middle-end				
D. The student can sequence 3-4 sentences using transition words				

* What interventions have you attempted to address these concerns? Please list.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Second Grade

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
PHONEMIC AWARENESS & LITERACY				
A. The student can identify the beginning-middle-end sounds in words				
B. The student can blend sounds and syllables to read new words				
C. The student can segment words into sounds, blends, and syllables				
D. The student can identify words as having long or short vowel sounds				
E. The student can use spelling patterns to sound-out words				
LISTENING & READING COMPREHENSION				
A. The student uses active listening skills				
B. The student can follow 2- to 3-step oral instructions				
1. in small group directions				
2. in whole-class directions				
C. The student can ask for repetition and clarification of directions as necessary				
D. The student can recall details of a story, including character, setting, and events				
E. The student can answer WH questions				
F. The student can retell stories				
G. The student can determine beginning/middle/end events of a story				
H. The student can determine the topic and main idea of a story				
I. The student can compare/contrast classroom content, stories, and/or prior knowledge				
J. The student can make predictions using text and prior knowledge				
K. The student can draw inferences/conclusions from text and illustrations				
L. The student can identify simple cause and effect relationships				
M. The student can sequence events from texts				
SPEAKING				
A. The student speaks clearly and understandably				
B. The student uses grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns).				
C. The student expresses wants/needs/ideas in an organized manner				
D. The student gives descriptions with appropriate detail				
E. The student asks grammatically correct questions				
F. The student recalls and discuss personal experiences				
G. The student relates stories and events in a logical sequence				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
J. The student alters intonation to stress important ideas, ask questions, etc.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
A. The student understands and uses basic concepts of: quantity (i.e. most/fewer, etc.); sequence (i.e. beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student identifies synonyms & antonyms				
F. The student identifies homonyms (e.g. "see – sea")				
G. The student identifies homographs (multiple meaning words)				
H. The student uses comparatives & superlatives (i.e. bigger, biggest)				
I. The student uses specific, rather than vague (i.e. stuff, thingy, etc.), words				
SOCIAL LANGUAGE				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student takes conversational turns				
D. The student begins and ends conversation appropriately				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student expresses opinions and feelings appropriately				
H. The student follows classroom rules and routines				
I. The student participates in classroom discussion				
J. The student uses appropriate facial expression and body language				
K. The student acts appropriately based on understanding of non- verbal cues and body language, including personal space				
L. The student uses some polite words (please, thank you) in conversation				
WRITTEN LANGUAGE				
A. The student can capitalize proper nouns and the first word of a sentence				
B. The student can use punctuation for commas, quotation marks, contractions, abbreviations, and sentence endings				
C. The student can use organizational strategies to plan writing				
D. The student can write:				
1. compound sentences				
2. sentence with 2+ details				
3. different sentence types, including declarative, interrogative, and exclamatory				
4. a 3-6 sentence paragraph				
5. a sequenced paragraph with a clear beginning-middle-end				
6. a sequenced paragraph with transition words (i.e. 1 st , next, etc.)				
E. The student can sequence a group of words to formulate a complete sentence				
F. The student can differentiate a declarative or exclamatory sentence from a question sentence				
G. The student can write sentences with subject-verb agreement				

* What interventions have you attempted to address these concerns? Please list on back.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Third Grade

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
PHONEMIC AWARENESS & LITERACY				
A. The student decodes words using letter-sound knowledge, spelling patterns, & word families				
B. The student reads passages fluently				
C. The student uses appropriate voice, timing, & expression when reading				
LISTENING & READING COMPREHENSION				
A. The student uses active listening skills				
B. The student can follow 3-step oral directions				
1. in small group directions				
2. in whole-class directions				
C. The student can follow written directions				
D. The students can ask for repetition and clarification of directions as necessary				
E. After <i>listening</i> to a story, text, or info. the student can:				
1. answer literal questions (who, what, when, where)				
2. identify details and events				
3. retell stories with sequence and detail				
4. compare/contrast information between texts and				
5. across subject areas				
6. make predictions with support from the text				
7. answer inferential and evaluative questions, such				
8. as "how" and "why"				
9. identify cause and effect relationships				
10. identify the main idea				
11. sequence information accurately				
12. summarize				
F. After <i>reading</i> a story or text, the student can				
1. answer literal questions (who, what, when, where)				
2. appropriately				
3. identify details and events				
4. retell stories with sequence and detail				
5. compare/contrast information between texts and				
6. across subject areas				
7. make predictions with support from the text				
8. answer inferential and evaluative questions, such				
9. as "how" and "why"				
10. identify cause and effect relationships				
11. identify the main idea 12. sequence information accurately				

13.summarize				
G. The student can differentiate relevant from irrelevant info.				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SPEAKING				
A. The student speaks clearly and understandably				
B. The student speaks using grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns), including:				
1. appropriate subject-verb agreement				
2. past, present, & future verb tenses				
3. irregular plural nouns (i.e. teeth, mice)				
4. irregular past tense verbs (i.e. fell, ate)				
C. The student expresses wants/needs/ideas in an organized manner				
D. The student gives descriptions with appropriate detail				
E. The student asks grammatically correct questions				
F. The student recalls and discusses personal experiences				
G. The student relates stories/events in a logical sequence				
H. The student uses appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
J. The student alters intonation to stress important ideas, ask questions, etc.				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
A. The student understands and uses basic concepts of: quantity (i.e. most/fewer, etc.); sequence (i.e. beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. "read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
F. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
G. The student uses comparatives & superlatives (i.e. bigger, biggest)				
H. The student is beginning to understand idioms and non- literal forms.				
I. The student uses specific, rather than vague (i.e. stuff, thingy, etc.), words				
SOCIAL LANGUAGE				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student asks questions for clarification				
D. The student takes conversational turns				
E. The student begins and ends conversation appropriately				
F. The student uses greetings and closings				

G. The student accepts decisions made by others & themselves	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
H. The student makes and maintains friendships				
I. The student participates appropriately in small group activities and discussions				
J. The student expresses opinions and feelings appropriately				
K. The student follows classroom rules and routines				
L. The student participates in classroom discussion				
M. The student recognizes and uses appropriate facial expression and body language				
N. The student recognizes when intended audience does not understand the message				
O. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
P. The student uses polite words (please, thank you) in conversation				
Q. The student changes social language usage, depending on the environment				

WRITTEN LANGUAGE

A. The student can follow rules of capitalization				
B. The student can use grade-level punctuation				
C. The student can use organizational strategies to plan writing				
D. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. a paragraph including a main idea and supporting details				
4. a sequenced paragraph with a clear beginning-middle-end				
5. a sequenced paragraph with transition words (i.e. 1 st , next, etc.)				
6. responses to comprehension questions using complete sentences and adequate detail				
E. The student can follow an editing rubric for content and organization				
F. The student can follow an editing rubric for writing mechanics				

* What interventions have you attempted to address these concerns? Please list.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Fourth Grade

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
LISTENING & READING COMPREHENSION				
H. The student uses active listening skills				
I. The student can follow 3-step oral directions				
1. in small group directions				
2. in whole-class directions				
J. The student can follow written directions				
K. The students can ask for repetition and clarification of directions as necessary				
L. After <i>listening</i> to a story, text, or information the student can				
i. answer literal questions (who, what, when, where) appropriately				
ii. identify details and events				
iii. retell stories with plot sequence, and including character, setting, events, problem/solution				
iv. compare/contrast information				
v. make predictions with support from the text				
vi. answer inferential and evaluative questions, and support their response with text				
vii. identify cause and effect relationships				
viii. identify the main idea				
ix. sequence information accurately				
x. summarize				
M. After <i>reading</i> a story or text, the student can				
i. answer literal questions (who, what, when, where) appropriately				
ii. identify details and events				
iii. retell stories with plot sequence, and including character, setting, events, problem/solution				
iv. compare/contrast information between texts and across subject areas				
v. make predictions with support from the text				
vi. answer inferential and evaluative questions, such as "how" and "why"				
vii. identify cause and effect relationships				
viii. identify the main idea				
ix. sequence information accurately				
x. summarize				
N. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SP				
SP KING				
K. The student speaks clearly and understandably				
L. The student speaks using grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns), including:				
1. appropriate subject-verb agreement				
2. past, present, & future verb tenses				
3. irregular plural nouns (i.e. teeth, mice)				
4. irregular past tense verbs (i.e. fell, ate)				
M. The student expresses wants/needs/ideas in an organized manner				
N. The student gives descriptions with appropriate detail				
O. The student asks grammatically correct questions				
P. The student recalls and discuss personal experiences				
Q. The student relates stories and events in a logical sequence				
R. The student uses appropriate articulation/speech sounds				
S. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
T. The student alters intonation to stress important ideas, ask questions, etc.				

SEMANTICS (word meaning, vocabulary) & CONCEPTS

J. The student understands and uses basic concepts of: quantity (i.e. most/fewer, etc.); sequence (i.e. beginning, first, next, last, etc.)				
K. The student uses age/grade appropriate vocabulary				
L. The student use context clues to define new words				
M. The student classifies grade-level vocabulary				
N. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. "read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
O. The student uses comparatives & superlatives (i.e. bigger, biggest)				
P. The student is beginning to understand idioms and non- literal forms.				
Q. The student is beginning to understand similes & metaphors				
R. The student uses specific, rather than vague (i.e. stuff, thingy, etc.) words				

SOCIAL LANGUAGE

R. The student uses eye contact during conversation				
S. The student stays on topic giving relevant information				
T. The student asks questions for clarification				
U. The student takes conversational turns.				
V. The student uses greetings and closings				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments

W. The student accepts decisions made by others and themselves				
X. The student makes and maintains friendships				
Y. The student participates appropriately in small group activities and discussions				
Z. The student expresses opinions and feelings appropriately				
AA. The student follows classroom rules and routines				
BB. The student participates in classroom discussion				
CC. The student recognizes and uses appropriate facial expression and body language				
DD. The student recognizes when intended audience does not understand the message				
EE. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
FF. The student uses polite words (please, thank you) in conversation				
GG. The student changes social language usage, depending on the environment				

WRITTEN LANGUAGE

G. The student can follow rules of capitalization				
H. The student can use grade-level punctuation				
I. The student can use organizational strategies to plan writing				
J. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. a paragraph including a main idea and supporting details				
4. multiple paragraphs with a clear topic and main ideas, including supporting details				
5. a sequenced paragraph with a clear beginning-middle-end				
6. a sequenced paragraph with transition words (i.e. 1 st , next, etc.)				
7. multiple, sequenced paragraphs with clear beginning-middle-end				
8. responses to comprehension questions using complete sentences and adequate detail				
K. The student can follow an editing rubric for content and organization				
L. The student can follow an editing rubric for writing mechanics				

* What interventions have you attempted to address these concerns? Please list on back.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Fifth, Sixth, and Seventh Grades

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments

LISTENING & READING COMPREHENSION

- O. The student uses active listening skills
- P. The student can follow 3-step oral directions
- Q. The student can follow written directions
- R. The students can ask for repetition and clarification of directions as necessary

- S. After *listening* to a story, text, or info., the student can:
1. answer literal questions (who, what, when, where)
 2. identify details and events
 3. retell main incidents of a plot sequence
 4. explain how events influence future action
 5. compare/contrast information
 6. make predictions with specific support from text
 7. answer inferential and evaluative questions, with specific details from the text to support response
 8. analyze cause and effect relationships
 9. analyze the difference between fact & opinion
 10. identify the main idea
 11. sequence information accurately
 12. summarize main ideas

- T. After *reading* a story or text, the student can
1. answer literal questions (who, what, when, where)
 2. identify details and events
 3. retell main incidents of a plot sequence
 4. explain how events influence future action
 5. compare/contrast information
 6. make predictions with specific support from text
 7. answer inferential and evaluative questions, with specific details from the text to support response
 8. analyze cause and effect relationships
 9. analyze the difference between fact & opinion
 10. identify the main idea
 11. sequence information accurately
 12. summarize main ideas

- U. The student can use graphic organizers to interpret info.
- V. The student can select & create graphic organizers to interpret information
- W. The student can differentiate relevant from irrelevant info.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SPEAKING				
U. The student speaks clearly and understandably				
V. The student speaks using grammatically correct sentences in conversation				
W. The student expresses ideas in an organized manner				
X. The student gives descriptions with appropriate detail				
Y. The student asks grammatically correct questions				
Z. The student recalls and discuss personal experiences				
AA. The student relates stories and events in a logical sequence				
BB. The student uses appropriate articulation/speech sounds				
CC. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering) DD.				
The student alters intonation to stress important ideas, ask questions, etc.				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
S. The student understands and uses basic concepts of: quantity (i.e. most/fewer, etc.); sequence (i.e. beginning, first, next, last, etc.)				
T. The student uses age/grade appropriate vocabulary				
U. The student uses context clues to define new words				
V. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
W. The student classifies grade-level vocabulary				
X. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. "read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Eight, Ninth, and Tenth Grades

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
LISTENING & READING COMPREHENSION				
X. The student uses active listening skills				
Y. The student can follow 3-step oral directions				
Z. The student can follow written directions				
AA. The students can ask for repetition and clarification of directions as necessary				
BB. After <i>listening</i> to a story, text, or info., the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions using specific details from the text for support				
9. analyze cause and effect relationships				
10. distinguish fact from opinion				
11. identify the main idea				
12. sequence information accurately				
13. summarize main ideas				
CC. After <i>reading</i> a story or text, the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions using specific details from the text for support				
9. analyze cause and effect relationships				
10. distinguish fact from opinion				
11. identify the main idea				
12. sequence information accurately				
13. summarize main ideas				
14. use text features (i.e. headings, etc.) to locate information				
G. The student can <u>use</u> graphic organizers to interpret info.				
H. The student can <u>select</u> & <u>create</u> graphic organizers to interpret information				
I. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SPEAKING				
EE. The student speaks using grammatically correct sentences				
FF. The student expresses ideas in an organized manner				
GG. The student gives descriptions with appropriate detail				
HH. The student asks grammatically correct questions				
II. The student recalls and discusses personal experiences				
JJ. The student relates stories and events in sequence				
KK. The student speaks clearly, with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
LL. The student alters intonation to stress important ideas, ask questions, etc.				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
FF. The student uses age/grade appropriate vocabulary				
GG. The student uses context clues to define new words				
HH. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
II. The student classifies grade-level vocabulary				
JJ. The student uses context to understand new vocabulary:				
1. synonyms & antonyms				
2. homonyms (i.e. read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
KK. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
LL. The student uses comparatives & superlatives (i.e. -er/-est)				
MM. The student understands idioms and puns				
NN. The student understands similes & metaphors				
OO. The student identifies the connotation & denotation of new words				
PP. The student uses analogies and other word relationships to determine meaning of new vocabulary				
QQ. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				
SOCIAL LANGUAGE				
YY. The student uses eye contact during conversation				
ZZ. The student stays on topic giving relevant information				
AAA. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.).				
BBB. The student takes conversational turns				
CCC. The student begins and ends conversation appropriately				
DDD. The student uses greetings and closings				
EEE. The student makes and maintains friendships				
FFF. The student participates in small group activities and discussions by:				
1. volunteering information				
2. answering when called upon				

3. negotiating responsibilities				
4. making supportive statements, constructive criticism, & accepting others' suggestions				
5. persuading other people				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
G.G.G. The student expresses opinions and feelings				
H.H.H. The student follows classroom rules and routines				
III. The student participates in classroom discussion				
J.J.J. The student recognizes when intended audience does not understand the message				
K.K.K. The student acts appropriately based on understanding of non-verbal cues/body language, including personal space				
L.L.L. The student speaks politely in conversation				
M.M.M. The student changes social language usage, depending on the environment and conversational partners				

WRITTEN LANGUAGE

U. The student can follow rules of capitalization				
V. The student can use punctuation				
W. The student can generate topics for writing				
X. The student can use organizational strategies to plan writing				
Y. The student can write:				
1. sentences of various length and complexity				
2. sentences with descriptive vocabulary				
3. different sentence types, including declarative, interrogative, and exclamatory				
4. multiple paragraphs with a clear introduction-body-conclusion				
5. sequenced paragraphs which include transition words (i.e. 1 st , next, etc.)				
6. responses to comprehension questions using complete sentences and adequate detail				
Z. The student can follow an editing rubric for content and organization				
AA. The student can follow an editing rubric for writing mechanics & conventions				

ORGANIZATION

B. The student demonstrates appropriate study skills by:				
1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
2. bringing materials to class				
3. showing ability to outline information				
4. taking appropriate notes in class				
5. using textbook organization to locate information				
6. self-monitoring through questions & prediction				

* What interventions have you attempted to address these concerns? Please list on back.

CURRICULUM BASED COMMUNICATION SKILLS

Checklist for Eleventh & Twelfth Grades

Student's Name _____ Grade _____ Teacher(s) _____ Date _____

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check () the appropriate column to indicate where the student is functioning as compared to classroom peers.

When completed, please highlight your top 5 concerns.

Please return to _____ by _____

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
LISTENING & READING COMPREHENSION				
DD. The student uses active listening skills				
EE. The student can follow multi-step oral directions				
FF. The student can follow written directions				
GG. The students can ask for repetition and clarification of directions as necessary				
HH. After <i>listening</i> to a story, text, or info., the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions, using specific details from the text for support				
9. analyze cause and effect relationships				
10. analyze patterns of ideas presented				
11. evaluate effectiveness of ideas & arguments				
12. identify the main idea				
13. summarize main ideas				
II. After <i>reading</i> a story or text, the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions, using specific details from the text for support				
9. analyze cause and effect relationships				
10. analyze patterns of ideas within or across sources				
11. evaluate effectiveness of ideas & arguments				
12. identify the main idea				
13. summarize main ideas				
14. use text features (i.e. headings, etc.) to locate information				
G. The student can use graphic organizers to interpret info.				
H. The student can <u>select</u> & <u>create</u> graphic organizers to interpret information				
I. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
SP				
SP. SPEAKING				
MM. The student speaks using grammatically correct sentences				
NN. The student expresses ideas in an organized manner				
OO. The student gives descriptions with appropriate detail				
PP. The student asks grammatically correct questions				
QQ. The student recalls and discusses personal experiences				
RR. The student relates stories and events in sequence				
SS. The student speaks clearly, with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
TT. The student alters intonation to stress important ideas, ask questions, etc.				
SEMANTICS (word meaning, vocabulary) & CONCEPTS				
RR. The student uses age/grade appropriate vocabulary				
SS. The student uses context clues to define new words				
TT. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
UU. The student classifies grade-level vocabulary				
VV. The student uses context to understand new vocabulary:				
1. synonyms & antonyms				
2. homonyms (i.e. read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
WW. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
XX. The student uses comparatives & superlatives (i.e. -er/-est)				
YY. The student analyzes use of idioms and puns				
ZZ. The student analyzes use of similes & metaphors				
AAA. The student identifies the connotation & denotation of new words				
BBB. The student uses analogies and other word relationships to determine meaning of new vocabulary				
CCC. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				
SOCIAL LANGUAGE				
NNN. The student uses eye contact during conversation				
OOO. The student stays on topic giving relevant information				
PPP. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.).				
QQQ. The student takes conversational turns				
RRR. The student begins and ends conversation appropriately				
SSS. The student uses greetings and closings				

TTT.	The student makes and maintains friendships				
UUU.	The student participates in small group activities and discussions by:				
	1. volunteering information				
	2. answering when called upon				
	3. negotiating responsibilities				
	4. making supportive statements, constructive criticism, & accepting others' suggestions				
	5. persuading other people				
		Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
VVV.	The student expresses opinions and feelings				
WWW.	The student follows classroom rules and routines				
XXX.	The student participates in classroom discussion				
YYY.	The student recognizes when intended audience does not understand the message				
ZZZ.	The student acts appropriately based on understanding of non-verbal cues/body language, including personal space				
AAAA.	The student speaks politely in conversation				
BBBB.	The student changes social language usage, depending on the environment and conversational partners				

WRITTEN LANGUAGE

BB.	The student can follow rules of capitalization				
CC.	The student can use punctuation				
DD.	The student can generate topics for writing				
EE.	The student can use organizational strategies to plan writing				
FF.	The student can write:				
	1. sentences of various length and complexity				
	2. sentences with descriptive vocabulary				
	3. different sentence types, including declarative, interrogative, and exclamatory				
	4. multiple paragraphs with a clear introduction-body-conclusion				
	5. sequenced paragraphs which include transition words (i.e. 1 st , next, etc.)				
	6. responses to comprehension questions using complete sentences and adequate detail				
GG.	The student can follow an editing rubric for content and organization				
HH.	The student can follow an editing rubric for writing mechanics & conventions				

ORGANIZATION

C.	The student demonstrates appropriate study skills by:				
	1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
	2. bringing materials to class				
	3. showing ability to outline information				
	4. taking appropriate notes in class				
	5. using textbook organization to locate information				
	6. self-monitoring through questions & prediction				

Y. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
Z. The student uses comparatives & superlatives (i.e. bigger, biggest)				
AA. The student understands idioms and non-literal forms.				
BB. The student understands similes & metaphors				
CC. The student identifies the connotation & denotation of new words				
DD. The student uses analogies and other word relationships to determine meaning of new vocabulary				
EE. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				

SOCIAL LANGUAGE

HH. The student uses eye contact during conversation				
II. The student stays on topic giving relevant information				
JJ. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.)				
KK. The student takes conversational turns				
LL. The student begins and ends conversation appropriately				
MM. The student uses greetings and closings				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
NN. The student accepts decisions made by others and themselves				
OO. The student makes and maintains friendships				
PP. The student participates in small group activities and discussions by:				
1. volunteering information				
2. answering when called upon				
QQ. The student expresses opinions and feelings appropriately				
RR. The student follows classroom rules and routines				
SS. The student participates in classroom discussion				
TT. The student recognizes and uses appropriate facial expression and body language				
UU. The student recognizes when intended audience does not understand the message				
VV. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
WW. The student uses polite words (please, thank you) in conversation				
XX. The student changes social language usage, depending on the environment and conversational partners				

WRITTEN LANGUAGE

M. The student can follow rules of capitalization				
N. The student can use grade-level punctuation				
O. The student can generate topics for writing				
P. The student can use organizational strategies to plan writing				

Q. The student can write for a variety of purposes and audiences				
R. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. multiple paragraphs with a clear introduction-body-conclusion				
4. sequenced paragraphs which include transition words (i.e. 1 st , next, etc.)				
5. responses to comprehension questions using complete sentences and adequate detail				
S. The student can follow an editing rubric for content and organization				
T. The student can follow an editing rubric for writing mechanics & conventions				

ORGANIZATION

A. The student demonstrates appropriate study skills by:				
1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
2. bringing materials to class				

**Speech-Language
Observation/Screening Assessments,
Teacher, Parent and Student
Checklists**

Speech-Language Observation/Screening Assessments, Teacher, Parent and Student Checklists

Teacher Checklists:

Educational Assessment for Speech-Language Evaluation

Preschool Teacher Assessment for Speech-Language Evaluation

Parent Checklists:

Speech-Language (Preschool)

Fluency/Stuttering

Voice

Observation Form:

Communication Observation Form (for Speech-Language Pathologists)

Student Checklists:

Student Speech and Language Checklist – Kindergarten through 5th Grade

Student Speech and Language Checklist –6 through 12 Grade

EDUCATIONAL ASSESSMENT FOR SPEECH-LANGUAGE EVALUATION

Name: _____
Teacher _____

Grade _____
Date: _____

Academic Performance Rating:

Elementary	Reading	Writing	Science	Soc. Stud.	Math	Middle or High School
Below Grade Level						Letter Grade
On Grade Level						Subject
Above Grade Level						

Communication Skills: Please compare the student's performance to that of his/her classmates. Answer all questions by placing a circle around the appropriate answer.

	Yes*	No	Sometimes
Do you have difficulty understanding this student?	Y	N	S
Does the student avoid speaking in class?	Y	N	S
Do peers tease the student about the way s/he talks?	Y	N	S
Do you feel the student's speech and language skills negatively affect his/her academic performance?	Y	N	S
Does the student appear to be upset when communicating?	Y	N	S
Have you observed the student's speech and language skills influencing his/her personal adjustment (including adult and peer relationships)?	Y	N	S
Does the student require classroom modifications to be successful?	Y	N	S
Does this student have difficulty attending?	Y	N	S
Check all settings that apply: <input type="checkbox"/> one to one <input type="checkbox"/> small group <input type="checkbox"/> large group <input type="checkbox"/> during lengthy instruction <input type="checkbox"/> noise in the environment			
Does the student have difficulty following directions?	Y	N	S
Does the student have difficulty understanding curriculum vocabulary and/or concepts?	Y	N	S
Does the student require excessive "wait time" to either comprehend or respond?	Y	N	S
Does the student have difficulty expressing ideas in an organized and coherent manner?	Y	N	S
Does the student use incorrect grammar?	Y	N	S
Does the student have difficulty asking relevant questions?	Y	N	S
Does the student exhibit noticeable hesitations, repetitions and/or tension?	Y	N	S
Does the student's voice sound unusual (e.g., hoarse, nasal, high-pitched)?	Y	N	S
Does the student's speech rate/volume interfere with your ability to understand him/her?	Y	N	S
Does the student mispronounce sounds or words?	Y	N	S

Please provide examples: _____

Have the parents expressed concerns regarding communication? Y N S

***If you have circled YES for any items please complete the back of this form.**

Describe the weaknesses of the student's speech and language skills, and his/her academic progress.

Identify any classroom strategies that you have used to adapt to the student's communication needs.

What adaptations, modifications have you used to assist the child with communication in the classroom setting?

Comments:

Teacher's Signature: _____

Please return to: _____ by _____

PRESCHOOL TEACHER ASSESSMENT FOR SPEECH-LANGUAGE EVALUATION

Name: _____
Teacher: _____

Grade: _____
Date: _____

Please compare the child's performance with his/her peers.

The child:	Yes	Sometimes	No
uses social language (hi, by, please, thank you)			
is learning new words every week			
repeats new words without being asked			
uses describing words (big, red, etc.)			
gets my attention with words			
rejects/denies/says no			
takes turns in a "conversation"			
asks for help			
is understood by familiar adults			
is understood by unfamiliar adults			
names pictures in a book			
listens to a short picture book			
answers "yes/no" questions			
answers "wh" questions			
asks questions with his/her tone of voice			
asks "yes-no" questions			
asks "wh" questions (what, where, why, how)			
uses pronouns correctly (I, she, he, my, etc.)			
knows some songs or nursery rhymes			
has trouble saying sounds; list:			
is teased by peers about the way s/he talks			
has difficulty following directions			
has difficulty attending If Yes or Sometimes, check all that apply: <input type="checkbox"/> one to one <input type="checkbox"/> during lengthy instruction <input type="checkbox"/> small group <input type="checkbox"/> large group <input type="checkbox"/> noisy environment			
has noticeable hesitations, repetitions, or tension when speaking			
has an unusual voice (e.g., hoarse, nasal, high-pitched)			
has a rate or volume that interferes with understanding him/her			

Rate your concern for the child's communication skills.

None 0 1 2 3 A lot

Approximately how many words are in the child's vocabulary? (check quantity) 10 11 to 50 more than 50

How many words does the child combine into sentences? _____

Do the child's communication skills influence his/her adult and peer relationships or participation in activities?

Yes No. If YES, explain: _____

What does the child do when he/she is not understood? Check all that apply: points or gestures gives up

repeats the words says different words other: _____

Teacher signature _____

_____ Date

Please return to _____ by _____

Parent Checklist: Speech-Language (School Age)

Student's name _____ Date of birth _____

Person completing this form _____ Date _____

Return to _____ by _____

Your input will help us understand your child's speech and language skills. Please check the following comparing your child with other children his/her age. Thank you.

My child...	Yes	Sometimes	No
interrupts politely			
starts conversations appropriately and takes turns in a conversation			
stays on the topic and changes topics appropriately			
asks for help/clarification appropriately			
uses correct grammar			
uses complete sentences			
tells what happened in the recent past			
uses words to reject or deny information			
uses words to negotiate			
uses words to express feelings			
tells a story in sequence			
has a similar vocabulary to children his/her age			
is understood by family members and familiar adults			
is understood by unfamiliar adults			
can follow 2-3 step directions			
knows when a listener does not understand his/her message			
can reword information/questions if not understood by listener			
understands and remembers school vocabulary			
participates in conversations with friends			
understands figures of speech (for example "butterflies in my stomach")			
is a good listener			
has trouble thinking of the right word to say			
has trouble saying what he/she is thinking and getting to the point			
has trouble making speech sounds; list:			

Rate your concern for your child's communication skills.

None 0 1 2 3 A lot

What does your child do when he/she is not understood? Check all that apply: points or gestures repeats the words
says different words gives up other (please explain) _____

What other information do you think would be helpful for this evaluation? (please identify on the back of this form)

Parent Checklist: Speech-Language (Preschool)

Child's Name : _____ Date of birth _____

Person completing this form _____ Date _____

Return to _____ by _____

Your input will help us understand your child's speech skills. Please check the following. Thank you.

My child	Yes	Sometimes	No
responds to his/her name			
says 10 words			
is learning new words every week			
repeats new words			
says 50 words			
puts two words together			
gets my attention with words			
rejects/says no			
asks questions with his/her tone of voice			
takes turns in a "conversation"			
asks for help			
says 3-4 word sentences			
is understood by family members			
is understood by familiar adults			
is understood by unfamiliar adults			
follows one-step directions			
follows two-step directions			
listens to a short picture book			
names pictures in a book			
answers "yes/no" questions			
answers "wh" questions			
asks "yes/no" questions			
asks "wh" questions (what, where, why, how)			
uses pronouns correctly (I, me, we)			
knows some songs or nursery rhymes			
participates in pretend play			

Rate your concern for your child's communication skills.

None 0 1 2 3 A lot

What other information do you think would be helpful for this evaluation? (Please identify on the back.)

Parent Checklist: Fluency/Stuttering

Child's name _____ Date of birth _____

Person completing this form _____ Date _____

Return to _____ by _____

Your input will help us understand your child's speech skills. Please check the following. Thank you.

My child...	Yes	Sometime	No
repeats whole words "why, why, why, why"			
repeats parts of words			
reports sounds "w-w-w-w-hy"			
prolongs or holds onto a sound "w-----hy"			
blocks - sounds and airflow are shut off			
is frustrated by his/her speech difficulty			
has a family member with similar difficulty			
has vocal tension			
avoids speaking situations			
avoids eye contact			
has associated physical behaviors (eye blinking, body movements, grimacing, etc.)			
speaks rapidly			

Rate your concern for your child's communication skills.

None 0 1 2 3 A lot

When did your child first begin to stutter? _____

What things seem to help your child's speech? _____

What things seem to make your child's speech worse? _____

Which situations seem to be the most difficult for your child? _____

Tell us about the speech of members of your family. Does anyone: speak like your child, speak rapidly, or stutter? If so, who? _____
 (Describe) _____

What other information do you think would be helpful for this evaluation?

Parent Checklist: Voice

Name _____ Date _____

Person completing this form _____

Return to _____ by _____

Your input will help us understand your child's speech skills. Please check the following items. Thank you.

My child	Yes	Sometimes	No
has a hoarse voice			
clears his/her throat frequently			
sounds nasal - talks through his/her nose			
sounds denasal - stuffed up			
speaks too quietly			
speaks too rapidly			
has pitch unusual for his/her age or sex			
speaks in a monotone			
has breaks in his/her voice			
is frustrated by his/her speech difficulty			
has a family member with similar difficulty			
has allergies			
has frequent ear infections			
is exposed to environmental factors like kerosene fumes, wood or cigarette smoke			
frequently yells or plays loud games (for example, car, gun or animal noises)			
participates in sports or activities (singing) where he/she uses his/her voice loudly			

Rate your concern for your child's voice.

Rate your concern for your child's communication skills.

None 0 1 2 3 A lot

Does your child's voice change during the day? _____

If so when is it better? _____

What other information do you think would be helpful for this evaluation?

Communication Observation Form

Student: _____ D.O.B. _____ Date _____

Time: _____ Length of Observation: _____ Grade: _____

Reason for Observation: _____

Setting (classroom, playground, cafeteria, etc.): _____

Physical Environment: Where is student seated? What is the student's proximity to teacher?

- | | | |
|--|--|---|
| <input type="checkbox"/> at table | <input type="checkbox"/> at desk | <input type="checkbox"/> on the floor |
| <input type="checkbox"/> on chair in group | <input type="checkbox"/> at listening center | <input type="checkbox"/> at learning center |
| <input type="checkbox"/> at chalkboard | | |
| <input type="checkbox"/> front of room | <input type="checkbox"/> middle of room | <input type="checkbox"/> back of room |
| <input type="checkbox"/> Other: _____ | | |

Auditory Environment (Background noise, outside noise, etc.) _____

Language Demands of the Activity / Instruction (include examples)

Comprehension Low High

Verbal Demands Low High

Responsiveness to Instructional Strategies:

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> wait time | <input type="checkbox"/> repetition | <input type="checkbox"/> rephrasing |
| <input type="checkbox"/> visual supports | <input type="checkbox"/> graphic organization | |
| <input type="checkbox"/> other: _____ | | |

Is the student's communication comparable to the other students'?

- yes no

Comments: _____

Summary: _____

Speech-language pathologist's signature

Date

Student Speech and Language Checklist Kindergarten through 5th Grade

Name: _____
Teacher _____

Grade _____
Date: _____

Directions: Please read and check the box that is the best answer to each question. (If student needs items read to them, please assist.)

	Yes	No	Sometimes	Don't Know
Do you like to talk with your family and friends?				
Do you like to answer questions in class?				
Do you like to talk in class?				
Do others tease you about the way you talk?				
Do people have trouble understanding what you say?				
Does your speech sound different from the other students?				
Is it hard for you to make some of your sounds?				
Is it hard to hear the sound the letter makes?				
Can you follow the teacher's directions?				
Can you follow directions from your family?				
Can you tell what happened in a story you read or had read to you?				
Is it hard to think of the words you want to say?				
Is it hard to answer questions?				
Is it hard to remember information you have learned?				
Is it hard to learn new words?				
Is it hard to make complete sentences?				
Do you like the way your voice sounds?				
Do you speak in a loud voice or shout?				
Do you speak in a soft voice?				
Do you ever lose your voice?				
Do you repeat some of your words or sounds?				
Is it sometimes hard to get your words out?				
Is it hard for you to look at people when you talk?				

- Over -

Please answer the following questions:

1) What do you like best about the way you talk?

2) What would you like to change about the way you talk?

3) Would you like some help with the way you talk?

Student

Student Speech and Language Checklist: 6th through 12th Grade

Name: _____
 Teacher: _____

Grade: _____
 Date: _____

Directions: Please read and check the box that best answers each question.
 (If student needs items read to them, please assist.)

	Yes	No	Sometimes	Don't Know
Do you like to talk with your family and friends?				
Do you like to answer questions in class?				
Do you like to express yourself in class?				
Do others tease you about the way you talk?				
Do people have trouble understanding what you say?				
Does your speech sound different from the other students?				
Is it hard for you to make some of your sounds?				
Is it hard for you to hear the sound differences in words?				
Do you have difficulty using grammatically correct sentences?				
Do you have difficulty following oral directions?				
Do you have difficulty following written directions?				
Do you have difficulty recalling and telling what happened in a story you read?				
Do you have difficulty recalling and telling what happened in a story read or told to you?				
Is it hard to think of the words you want to say?				
Is it hard to answer questions?				
Is it hard to remember information you have learned?				
Is it hard to learn and remember new vocabulary words?				
Do you like the way your voice sounds?				

(over)

	Yes	No	Sometimes	Don't Know
Do you speak in a loud voice or shout?				
Do you speak in a soft voice?				
Do you ever lose your voice?				
Do you repeat some of your words or sounds?				
Is it sometimes hard to get your words out?				
Is it hard for you to look at people when you talk?				

Please answer the following questions:

1) What do you like best about the way you talk?

2) What would you like to change about the way you talk?

3) Would you like some help working on your speech and language skills?

Student

**Oral Language Curriculum
Standards Inventory
(OL-CSI) PreK-12**

ORAL LANGUAGE CURRICULUM STANDARDS INVENTORY (OL-CSI): AN AUTHENTIC ASSESSMENT APPROACH FOR SCHOOL-BASED SPEECH-LANGUAGE PATHOLOGISTS

RELATED VOCABULARY

authentic assessment Assessment of performance while the student is engaged in a realistic learning context.

curriculum standard A description of the achievement a student is expected to gain at a specific point in the scope and sequence of the school's curriculum.

deficit-driven Describing an educational approach in which the focus is placed on a problem or weakness.

educationally relevant Referring to content pertaining to the knowledge, skills, and attitudes that the student is learning in his or her curriculum.

Overview

As described in Chapter One, school-based speech-language services grew out of a medical model that advocated for students to be “cured” of their delays, disorders, and differences by receiving “speech correction” lessons from a specially trained educator. The **deficit-driven** attitudes of the medical model shaped school-based services until the “Quiet Revolution” began to unfold in 1975. Thirty-odd years later, some school districts continue to operate from that somewhat archaic deficit-driven model. Perrone (1991) pointed out the pitfalls of typical assessment techniques, which provide an artificial, decontextualized view of the learner. Perrone’s concerns have been echoed by the American Speech-Language-Hearing Association (ASHA, 2000): “Standard assessment protocols have not necessarily reflected the changes sought in the educational setting, but rather have tended to measure only the change in the specified deficit area” (p. 5).

The mandates for providing a free and appropriate public education in the least restrictive environment have chipped away at the deficit-driven attitudes as recently as the reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. Today’s school-based speech-language pathologists (SLPs) must collaborate with other educators and design **educationally relevant** individualized education programs (IEPs) that are curriculum-based and more responsive to educational contexts.

The logical link between more educationally relevant IEPs and more educationally relevant assessment tools is becoming clearer. As stated by the ASHA (2000), “It will no longer be appropriate to provide, as some IEPs have done in the past, test scores as sole examples of performance levels” (p. 9).

School-based SLPs are exploring the use of **authentic assessment** tools as they meet the challenge of assessing a student’s strengths, needs, interests, and learning styles in educational contexts. An authentic assessment approach to diagnostic processes has a solid research base behind it (Campbell, 2000; Choate & Evans, 1992; Diez

& Moon, 1992; Lund & Duchan, 1993; Meyer, 1992; Schraeder, Quinn, Stockman & Miller, 1999; Thompson, 2001; Udvari-Solner & Thousand, 1995). The Oral Language Curriculum Standards Inventory (OL-CSD), presented as Appendix 9-1 at the end of this chapter, is an authentic assessment approach, incorporating a clearly stated **curriculum standard** for each grade level, that focuses on the student’s oral language skills in the educational environment. The performance indicators have been synthesized from model academic oral language content standards published by educational agencies across the United States (Virginia Department of Education, 2005; Palo Alto Unified School District, 2005; Ohio Statewide Language Task Force, 1990; Tennessee Department of Education, 2005; Wisconsin Department of Public Instruction, 2005; Wisconsin Model Early Learning Standards, 2005a, 2005b).

The SLP is encouraged to use at least three different sources of information when completing the OL-CSD. Some examples are a classroom observation, a parent interview, and a peer-to-peer interaction in an unstructured setting such as the school playground. If the student is mature enough to do a self-assessment, this also may be a source of information. As documented by Goodrich (1996) and Goodrich Andrade (2000), involving the student, if developmentally capable, in a self-reflective process may have the effect of ultimately increasing the student’s learning on IEP goals.

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Oral Language Curriculum Standards Inventory (OL-CSI) K-12

Directions for Administering the OL-CSI

Select at least three information sources. Possible information sources may include, but are not limited to, observation of a peer-to-peer interaction in an unstructured setting within the school (e.g., the lunchroom), observation in a community-based setting (e.g., daycare), observation of a parent-child interaction, observation of a sibling interaction, information gained from a parent interview, information gained from a student's self-reflection, analysis of a video sample, analysis of an audio sample, classroom observation, teacher interview, or a physician's note. Begin at the academic level that matches the student's chronological age. If 75% or more performance indicators within that grade level are scored as 2 or 1 on the rating scale, move to the next lower grade level and continue the rating process. Continue working backwards until at least 75% of the performance indicators are rated within a 3 or 4. The student's functional oral language range is reflected by the grade level at which at least 75% of the performance indicators are rated as 3 or 4. The OL-CSI is an informal assessment tool and no psychometric measures should be applied. The OL-CSI should not be the only assessment instrument used for evaluation purposes nor should it be considered a formal assessment tool with psychometric scales. It should be used as part of the full repertoire of formal and informal tools used to collect assessment data. The OL-CSI has a five-point rating scale as follows:

0 = Not Assessed

1 = Below Expected Benchmark Performance (the student could not make adequate yearly progress with this level of performance)

2 = Inconsistent Performance (the student does not demonstrate adequate performance in at least three out of five consecutive school days)

3 = Adequate Performance (the student could make adequate yearly progress with this level of performance)

4 = Strength (the student shows confidence and appears to be making adequate yearly progress)

Scoring Guide

0 = Not Assessed

1 = Below Expected Benchmark Performance (the student could not make adequate yearly progress with this level of performance)

2 = Inconsistent Performance (the student does not demonstrate adequate performance in at least three out of five consecutive school days)

3 = Adequate Performance (the student could make adequate yearly progress with this level of performance)

4 = Strength (the student shows confidence and appears to be making adequate yearly progress)

Preschool - Kindergarten Oral Language Skills	0	1	2	3	4
Uses 3 to 5 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 75% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring	0	1	2	3	4
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, and fl within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 39 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring	0	1	2	3	4
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers who, what, where, and when Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows two-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 3 to 5 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbally interacts with one or more children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks out peers as play partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates successfully as a member of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uses words to resolve conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forms explanations based on trial and error, observations, and explorations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses 5 to 7 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring	0	1	2	3	4
Responds to questions 80% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, and j within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, or, gr, br, tr, dr, kr, gr, and fr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 84 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring	0	1	2	3	4
Retells a story using a first, next, then, and last sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs in choral response settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Follows two-step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scoring	0	1	2	3	4
Can adapt or change conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 7 to 12 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or delete sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives opposites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend sounds to make word parts and words with 1 to 3 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Second Grade Oral Language Skills	0	1	2	3	4
Uses 5 to 7 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 80% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 84 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and participate in oral dramatic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs in choral response settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives three-and-four step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrates a personal story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 7 to 12 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives synonyms and antonyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

0 1 2 3 4

Creates a rhyme

Blend sounds to make word parts and words with 1 to 3 syllables

	0	1	2	3	4
Third Grade Oral Language Skills					
Uses 7 to 8 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 80% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 97 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and participate in oral dramatic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs in choral response settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, function, and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives three and four step directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain; uses humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Narrates a personal story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 7 to 12 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives synonyms and antonyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

0 1 2 3 4

Blend sounds to make word parts and words with 1 to 3 syllables

Gives a brief oral report in front of a group

Uses the telephone and takes messages

Fourth Grade Oral Language Skills	0	1	2	3	4
Uses 8 to 9 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 130 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, function, and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend sounds to make word parts and words with 1 to 4 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a graphic organizer for verbal presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

0 1 2 3 4

Uses prefixes, suffixes, homonyms, synonyms,
antonyms, and word analogies

Uses cause and effect

Fifth Grade Oral Language Skills	0	1	2	3	4
Uses 9 to 10 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 128 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, material make up, function, location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three to five-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Blend sounds to make word parts and words with 1 to 5 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a graphic organizer for verbal presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses visual aids to support a verbal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws conclusions and shares responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Summarizes information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses prefixes, suffixes, homonyms, synonyms, antonyms, and word analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sixth Grade Oral Language Skills	0	1	2	3	4
Uses 9 to 10 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 128 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, material make up, function, location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three to five-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Blend sounds to make word parts and words with 1 to 5 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a graphic organizer for verbal presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses visual aids to support a verbal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draws conclusions and shares responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Summarizes information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses prefixes, suffixes, homonyms, synonyms, antonyms, and word analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own contributions to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the effectiveness of participant interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts differing viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seventh Grade Oral Language Skills	0	1	2	3	4
Uses 9 to 10 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 128 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recites short poems, rhymes, and songs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, material make up, function, location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three to five-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blend sounds to make word parts and words with 1 to 5 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a graphic organizer for verbal presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses visual aids to support a verbal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Draws conclusions and shares responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses prefixes, suffixes, homonyms, synonyms, antonyms, and word analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own contributions to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the effectiveness of participant interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts differing viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts verbal and nonverbal messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes persuasive messages from nonprint media (TV, radio, and video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how word choice conveys viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Eighth Grade Oral Language Skills	0	1	2	3	4
Uses 9 to 11 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 143 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses Negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs expressive oral readings of prose, poetry, and drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, material make up, function, location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three to five-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Blend sounds to make word parts and words with 1 to 5 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking from notes or an outline, relates an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses visual aids to support a verbal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Draws conclusions and shares responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses prefixes, suffixes, homonyms, synonyms, antonyms, and word analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own contributions to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the effectiveness of participant interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts differing viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts verbal and nonverbal messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes persuasive messages from nonprint media (TV, radio, and video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how word choice conveys viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares brief impromptu remarks about topics of interest to oneself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Conducts an interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates between formal and informal contexts and employs an appropriate style of speaking, adjusting language, gestures, rate, and volume according to the audience and purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes and explains information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains and advances opinions by citing evidence and referring to sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Displays and maintains facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in a discussion without dominating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between supported and unsupported statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the role of communication in every day situations (e.g., advertising, informal social, business, formal social, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use persuasion, argumentation, and debate as essential oral skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies assessment criteria to self-evaluation of oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses 9 to 10 word utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to questions 85% of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces m, h, w, p, b, d, f, k, g, n, j, t, th, l, f, v, sh, ch, th, j, r, s, and z within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Produces tk, kw, pl, bl, kl, gl, fl, pr, gr, br, tr, dr, kr, gr, fr, sp, st, sk, sm, sn, sw, sl, skw, spl, spr, str, skr, and thr within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8% or fewer utterances contain mazes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks at a rate approximately 128 words per minute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses negatives (no, not, don't, can't)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verb inflections within conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses plurals within the conventions of Standard American English or a recognized dialect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ninth to Twelfth Grade Oral Language Skills (Continued)	0	1	1	2	3	4
Creates a story to share with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information presented orally by others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in group oral, choral, shadow, or echo readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs expressive oral readings of prose, poetry, and drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defines objects by size, shape, material make up, function, location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses correct word order in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses eight parts of speech (noun, pronoun, verb, adverb, conjunction, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates communication with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requests clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives clarification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Answers who, what, where, when, why, and how questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives directions for games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in conversation with turn-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts or changes conversation to fit the circumstance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses oral language to entertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents autobiographical or fictional stories that recount events effectively to large or small audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stays on topic for 20 to 30 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adds or deletes sounds to make new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counts syllables in three to five-syllable words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates a rhyme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Blend sounds to make word parts and words with 1 to 5 syllables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks from notes or a brief outline, communicates precise information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses the telephone and takes messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses verbal humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads aloud from previously read material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and fiction and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between fact and opinion and provides evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking from notes or an outline, relates an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses visual aids to support a verbal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predicts outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Draws conclusions and shares responses in group learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes information gathered in group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses prefixes, suffixes, homonyms, synonyms, antonyms, and word analogies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses cause and effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates own contributions to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the effectiveness of participant interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts differing viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares and contrasts verbal and nonverbal messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes persuasive messages from nonprint media (TV, radio, and video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes how word choice conveys viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares brief impromptu remarks about topics of interest to oneself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Conducts an interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates between formal and informal contexts and employs an appropriate style of speaking, adjusting language, gestures, rate, and volume according to the audience and purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes and explains information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains and advances opinions by citing evidence and referring to sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Displays and maintains facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in a discussion without dominating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between supported and unsupported statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describes the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use persuasion, argumentation, and debate as essential oral skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies assessment criteria to self-evaluation of oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constructs and presents a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates effectively in question-and-answer sessions following presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to debate an issue from either side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring	0	1	2	3	4
Interprets literary works orally, citing textual data in support of assertions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizes and presents results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes both literal and connotative meanings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes relevant and irrelevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Detects and evaluates a speaker's bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aware of and tries to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs various roles in a discussion including leader, participant, and moderator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the ability to extend a discussion by adding relevant information or asking pertinent questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

0 1 2 3 4

Conveys criticism in a respectful and supportive way