

North Dakota English Language Arts Content and Achievement Standards

Standard 4

April 2005

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

www.dpi.state.nd.us



Standard 4: Students engage in the speaking and listening process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
VERBAL AND NONVERBAL COMMUNICATION				
K.4.1. Use developmentally appropriate speaking vocabulary, including words that describe people, places, things, locations, and actions	Students always use appropriate speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use appropriate speaking vocabulary.	Students rarely use appropriate speaking vocabulary.
K.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
K.4.3. Follow one and two step directions	Students follow one and two step directions with ease.	Students follow one and two step directions with minimal difficulty.	Students follow one and two step directions with difficulty.	Students rarely follow one and two step directions.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
K.4.4. Respond to peers in conversations	Students always respond to peers in conversation.	Students consistently respond to peers in conversation.	Students sometimes respond to peers in conversation.	Students rarely respond to peers in conversation.
K.4.5. Take turns speaking in conversations	Students always take turns speaking in conversation.	Students consistently take turns speaking in conversation.	Students sometimes take turns speaking in conversation.	Students rarely take turns speaking in conversation.
K.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
VERBAL AND NONVERBAL COMMUNICATION				
1.4.1. Use developmentally-appropriate speaking vocabulary	Students almost always use appropriate, higher level speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use developmentally-appropriate speaking vocabulary.	Students rarely use developmentally-appropriate speaking vocabulary.
1.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
1.4.3. Follow two and three step directions	Students follow two and three step directions with ease.	Students follow two and three step directions with minimal difficulty.	Students follow two and three step directions with difficulty.	Students rarely follow two and three step directions.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
1.4.4. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
1.4.5. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
1.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
VERBAL AND NONVERBAL COMMUNICATION				
2.4.1. Use grade-appropriate speaking vocabulary	Students always use grade-appropriate or higher level vocabulary.	Students consistently use grade-appropriate vocabulary.	Students sometimes use grade-appropriate vocabulary.	Students rarely use grade-appropriate vocabulary.
2.4.2. Actively listen to the speaker	Students always listen actively to speakers.	Students consistently listen actively to speakers.	Students sometimes listen actively to speakers.	Students rarely listen actively to speakers.
2.4.3. Follow multiple step directions	Students follow multiple step directions with ease.	Students follow multiple step directions with minimal difficulty.	Students follow multiple step directions with difficulty.	Students follow multiple step directions with great difficulty.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
2.4.4. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
2.4.5. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
2.4.6. Participate as an active listener and speaker in any group discussion	Students always participate as an active listener and speaker in group discussion and conversation.	Students consistently participate as an active listener and speaker in group discussion and conversation.	Students sometimes participate as an active listener and speaker in group discussion and conversation.	Students rarely participate as an active listener and speaker in group discussion and conversation.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PLANNING FOR AN AUDIENCE/PURPOSE				
3.4.1. Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade; i.e., narrative, personal persuasive, poetry	Students are highly effective in organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
VERBAL AND NONVERBAL COMMUNICATION				
3.4.2. Use appropriate speaking vocabulary	Students use appropriate, higher level speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
3.4.3. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with little difficulty.	Students use appropriate pitch, volume, and tone with some difficulty.	Students use inappropriate pitch, volume, and tone.
3.4.4. Use nonverbal communication skills such as gestures and eye contact	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
3.4.5. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
PLANNING FOR AN AUDIENCE/PURPOSE				
4.4.1. Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan; i.e., factual and personal persuasive, informational, poetry	Students are highly effective at organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
4.4.2. Develop a presentation to inform, demonstrate, persuade, or entertain; i.e., factual and personal persuasive, informational, poetry	Students develop a presentation with few if any errors.	Students develop a presentation with no significant errors.	Students develop a presentation with a few significant errors or many minor errors.	Students develop a presentation with many significant errors.
VERBAL AND NONVERBAL COMMUNICATION				
4.4.3. Demonstrate appropriate speaking vocabulary	Students use higher level, appropriate speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
4.4.4. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with minimal difficulty.	Students use appropriate pitch, volume, and tone with difficulty.	Students use inappropriate pitch, volume, and tone
4.4.5. Use body language, such as posture or the use of gestures, as a form of communication	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
4.4.6. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

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Grade 5				
PLANNING FOR AN AUDIENCE/PURPOSE				
5.4.1. Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative	Students are highly effective at organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
5.4.2. Make informative presentations that outline and explain the key ideas of the topic	Students make informative presentations with ease.	Students make informative presentations with minimal difficulty.	Students make informative presentations with difficulty.	Students make informative presentations with great difficulty.
5.4.3. Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and opinion	Students use an extensive variety of materials for developing their topic.	Students use a variety of materials for developing their topic.	Students use some materials for developing their topic.	Students use very few materials for developing their topic.
VERBAL AND NONVERBAL COMMUNICATION				
5.4.4. Demonstrate appropriate speaking vocabulary	Students use appropriate, higher level speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
5.4.5. Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with minimal difficulty.	Students use appropriate pitch, volume, and tone with some difficulty.	Students use inappropriate pitch, volume, and tone.
5.4.6. Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students use an extensive variety of delivery techniques appropriate to the audience and purpose.	Students use a variety of delivery techniques appropriate to the audience and purpose.	Students use some delivery techniques appropriate to the audience and purpose.	Students use few delivery techniques appropriate to the audience and purpose.

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<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>5.4.7. Participate as an active listener and speaker in group discussions</p>	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.
Grade 6				
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <p>6.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade</p>	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
<p>6.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview</p>	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some diverse supporting materials for topic development.	Students use very few supporting materials for topic development.
<p>6.4.3. Incorporate literature in presentations, such as book reports</p>	Students incorporate literature in presentations in creative ways.	Students incorporate literature in presentations in substantive ways.	Students incorporate literature in presentations in typical ways.	Students have difficulty incorporating literature into presentations.
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>6.4.4. Summarize key ideas of a speaker</p>	Students summarize the key ideas of a speaker with few if any errors.	Students summarize the key ideas of a speaker with no significant errors.	Students summarize the key ideas of a speaker with a few significant errors.	Students summarize the key ideas of a speaker with many significant errors.
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p>6.4.5. Use appropriate volume and eye contact when speaking</p>	Students always use appropriate volume and eye contact when speaking.	Students consistently use appropriate volume and eye contact when speaking.	Students sometimes use appropriate volume and eye contact when speaking.	Students rarely use appropriate volume and eye contact when speaking.

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Grade 7				
PLANNING FOR AN AUDIENCE/PURPOSE				
7.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
7.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some supporting materials for topic development.	Students use very few supporting materials for topic development.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
7.4.3. Incorporate research into presentations	Students incorporate research into presentations in sophisticated ways.	Students incorporate research into presentations in substantive ways.	Students incorporate research into presentations in typical ways.	Students have difficulty incorporating research into presentations.
7.4.4. Construct questions in response to a speaker	Students construct insightful questions in response to speaker.	Students construct substantive questions in response to speaker.	Students construct obvious questions in response to speaker.	Students have difficulty constructing questions in response to speaker.
7.4.5. Speak to entertain an audience; e.g., story telling	Students speak to entertain an audience with ease.	Students speak to entertain an audience with minimal difficulty.	Students speak to entertain an audience with difficulty.	Students speak to entertain an audience with great difficulty.
VERBAL AND NONVERBAL COMMUNICATION				
7.4.6. Use volume, eye contact, rate, and pronunciation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, and pronunciation in oral presentations.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
PLANNING FOR AN AUDIENCE/PURPOSE				
8.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
8.4.2. Use supporting materials for topic development; e.g., research, personal experience, literature, interview	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some diverse supporting materials for topic development.	Students use very few supporting materials for topic development.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
8.4.3. Speak for different purposes; e.g., group discussions, research presentations and demonstrations	Students speak with ease for a variety of different purposes.	Students speak with minimal difficulty for a variety of different purposes.	Students speak with difficulty for a variety of different purposes.	Students speak with great difficulty for a variety of different purposes.
VERBAL AND NONVERBAL COMMUNICATION				
8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.

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Grade 9				
PLANNING FOR AN AUDIENCE/PURPOSE				
9.4.1. Analyze the audience and adjust message and wording to suit purpose	Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.	Students identify a specific audience and appropriately tailor message to fit purpose.	Students identify a general audience and tailor message to fit purpose.	Students have difficulty identifying an audience and tailoring a message to fit purpose.
VERBAL AND NONVERBAL COMMUNICATION				
9.4.2. Use visual aides effectively in oral presentations	Students use appropriate visual aids, notes, and manuscripts in oral presentations and effectively incorporate them into the presentation.	Students use appropriate visual aids, notes, and manuscripts in oral presentations and incorporate them into the presentation.	Students use inappropriate visual aids, notes, and manuscripts in oral presentations or ineffectively incorporate them into the presentation.	Students use inappropriate visual aids, notes, and manuscripts in oral presentations and ineffectively incorporate them into the presentation.
9.4.3. Use notes and manuscripts to make oral presentations				
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
9.4.4. Engage in a group discussion	Students consistently engage in and enhance a group discussion.	Students consistently engage in a group discussion.	Students sometimes engage in a group discussion.	Students rarely engage in a group discussion.
9.4.5. Use critical listening skills; i.e., reflection	Students almost always use critical listening skills.	Students consistently use critical listening skills.	Students sometimes use critical listening skills.	Students rarely use critical listening skills.

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Grade 10				
PLANNING FOR AN AUDIENCE/PURPOSE				
10.4.1. Analyze the audience and adjust message and wording to suit the purpose	Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.	Students identify a specific audience and appropriately tailor message to fit the purpose.	Students identify a general audience and tailor message to fit the purpose.	Students have difficulty identifying an audience and tailoring message to fit the purpose.
VERBAL AND NONVERBAL COMMUNICATION				
10.4.2. Use appropriate body language in oral presentations	Students always use appropriate body language that enhances oral presentations.	Students consistently use appropriate body language in oral presentations.	Students sometimes use appropriate body language in oral presentations.	Students rarely use appropriate body language in presentations.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
10.4.3. Formulate questions in response to a verbal message	Students formulate insightful questions in response to a verbal message.	Students formulate appropriate questions in response to a verbal message.	Students formulate questions that may not be directly relevant in response to a verbal message.	Students formulate irrelevant questions in response to a verbal message.
Grade 11				
PLANNING FOR AN AUDIENCE/PURPOSE				
11.4.1. Analyze the audience and adjust message and wording to suit the purpose	Students identify a specific audience and tailor messages appropriately and insightfully to fit the purpose.	Students identify a specific audience and tailor messages appropriately to fit the purpose.	Students identify a general audience and tailor messages to fit the purpose.	Students have difficulty identifying an audience and tailoring a message to fit the purpose.

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p><i>No benchmark expectations at this level</i></p> <p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions</p>	<p>Students adapt strategies appropriately to an extensive variety of speaking and listening situations.</p>	<p>Students adapt strategies appropriately to a variety of speaking and listening situations with competent performance.</p>	<p>Students adapt strategies appropriately to some diverse speaking and listening situations.</p>	<p>Students adapt strategies to very few speaking and listening situations.</p>
Grade 12				
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <p>12.4.1. Evaluate audience based on social characteristics, e.g., religion, culture, and gender</p>	<p>Students insightfully evaluate audience based on an extensive variety of social characteristics.</p>	<p>Students effectively evaluate audience based on a variety of social characteristics.</p>	<p>Students superficially evaluate audience or evaluate audience based on only some social characteristics.</p>	<p>Students evaluate audience based on very few social characteristics.</p>
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p>12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations</p>	<p>Students use tone, inflection, pitch, and emphasis effectively and creatively in oral presentations.</p>	<p>Students use tone, inflection, pitch, and emphasis effectively in oral presentations.</p>	<p>Students use tone, inflection, pitch, and emphasis in typical ways in oral presentations.</p>	<p>Students have difficulty using tone, inflection, pitch, and emphasis in oral presentations.</p>
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking</p>	<p>Students perceive audience reaction while they are speaking, and make appropriate and insightful adjustments to their message and delivery.</p>	<p>Students perceive audience reaction while they are speaking, and make appropriate adjustments to their message and delivery.</p>	<p>Students perceive audience reaction while they are speaking, but make inappropriate adjustments to their message and delivery.</p>	<p>Students have difficulty perceiving audience reaction and making adjustments to their message and delivery.</p>

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
12.4.4. Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages	Students insightfully use an extensive variety of critical listening responses to critique the accuracy of messages.	Students appropriately use a variety of critical listening responses to critique the accuracy of messages.	Students appropriately use some critical listening responses to critique the accuracy of messages.	Students appropriately use very few critical listening responses to critique the accuracy of messages.
12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches	Students use appropriate oral composition techniques for an extensive variety of speeches.	Students use appropriate oral composition techniques for a variety of speeches.	Students use appropriate oral composition techniques for some types of speeches.	Students use appropriate oral composition techniques for very few types of speeches.