

Listening and Speaking

Grade 1

Expresses needs and ideas so others understand

Exceeds	Meets	Nearing	Below
Consistently communicates basic needs and wants effectively with details	Usually communicates basic needs and wants effectively with details	Able to communicate basic needs and wants, but lacks details	Just beginning to communicate basic needs and wants
Expresses ideas clearly with details	Expresses ideas clearly, but lacks detail	Usually expresses ideas clearly	

Participates in class discussions and activities

Exceeds	Meets	Nearing	Below
Contributes meaningfully to discussions on a consistent basis	Often participates in discussions	Occasionally participates in discussions without prompting or direct questioning	Rarely participates in class discussions
Offers unique ideas and insights to discussions	Contributions are usually meaningful	Contributions to the discussion are on the topic being discussed	Contributions that are made are distracting to the discussion
Ideas contributed link to the ideas that others share			

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Occasionally uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Rarely uses body basics that would indicate active listening
Is able to follow multiple-step directions on a consistent basis	Usually is able to follow multiple directions on a consistent basis	Needs verbal directions repeated or broken down into smaller steps	Rarely remembers and follows directions given orally
Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments	Responds to the speaker with remarks that relate to the topic	Usually responds to the speaker with remarks that relate to the topic	Not aware of what the speaker has said

Listening and Speaking

Grade 2

Expresses needs and ideas so others understand

Exceeds	Meets	Nearing	Below
Consistently communicates basic needs and wants effectively with details	Usually communicates basic needs and wants effectively with details	Able to communicate basic needs and wants, but lacks details	Just beginning to communicate basic needs and wants
Expresses ideas clearly with details	Expresses ideas clearly, but lacks detail	Usually expresses ideas clearly	

Participates in class discussions and activities

Exceeds	Meets	Nearing	Below
Contributes meaningfully to discussions on a consistent basis	Often participates in discussions	Occasionally participates in discussions without prompting or direct questioning	Rarely participates in class discussions
Offers unique ideas and insights to discussions	Contributions are usually meaningful	Contributions to the discussion are on the topic being discussed	Contributions that are made are distracting to the discussion
Ideas contributed link to the ideas that others share			

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
Scoring 100%-90% on the listening section of the Macmillan unit, mid-year and end-of-year tests	Scoring 89%-78% on the listening section of the Macmillan unit, mid-year and end-of-year tests	Scoring 77%-70% on the listening section of the Macmillan unit, mid-year and end-of-year tests	Scoring 69% or below on the listening section of the Macmillan unit, mid-year and end-of-year tests
Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Occasionally uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)	Rarely uses body basics that would indicate active listening
Is able to follow multiple-step directions on a consistent basis	Usually is able to follow multiple directions on a consistent basis	Needs verbal directions repeated or broken down into smaller steps	Rarely remembers and follows directions given orally
Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments	Responds to the speaker with remarks that relate to the topic	Usually responds to the speaker with remarks that relate to the topic	Not aware of what the speaker has said

Listening and Speaking Grade 3

Communicates effectively in small and large group discussions

Exceeds	Meets	Nearing	Below
<p>Contributes meaningfully to discussions on a consistent basis</p> <p>Offers unique ideas and insights to discussions</p> <p>Ideas contributed link to the ideas that others share</p>	<p>Often participates in discussions</p> <p>Contributions are usually meaningful</p>	<p>Occasionally participates in discussions without prompting or direct questioning</p> <p>Contributions to the discussion are on the topic being discussed</p>	<p>Rarely participates in class discussions</p> <p>Contributions that are made are distracting to the discussion</p>

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
<p>Scoring 100%-90% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Is able to follow multiple-step directions on a consistent basis</p> <p>Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments</p>	<p>Scoring 89%-78% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Usually is able to follow multiple directions on a consistent basis</p> <p>Responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 77%-70% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Occasionally uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Needs verbal directions repeated or broken down into smaller steps</p> <p>Usually responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 69% or below on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Rarely uses body basics that would indicate active listening</p> <p>Rarely remembers and follows directions given orally</p> <p>Not aware of what the speaker has said</p>

Listening and Speaking Grade 4

Communicates effectively in small and large group discussions

Exceeds	Meets	Nearing	Below
<p>Contributes meaningfully to discussions on a consistent basis</p> <p>Offers unique ideas and insights to discussions</p> <p>Ideas contributed link to the ideas that others share</p>	<p>Often participates in discussions</p> <p>Contributions are usually meaningful</p>	<p>Occasionally participates in discussions without prompting or direct questioning</p> <p>Contributions to the discussion are on the topic being discussed</p>	<p>Rarely participates in class discussions</p> <p>Contributions that are made are distracting to the discussion</p>

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
<p>Scoring 100%-90% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Consistently uses active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Is able to follow multiple-step directions on a consistent basis</p> <p>Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments</p>	<p>Scoring 89%-78% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Usually uses active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Usually is able to follow multiple directions on a consistent basis</p> <p>Responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 77%-70% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Occasionally uses active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Needs verbal directions repeated or broken down into smaller steps</p> <p>Usually responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 69% or below on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Does not use active listening</p> <p>Rarely remembers and follows directions given orally</p> <p>Not aware of what the speaker has said</p>

Listening and Speaking Grade 5

Communicates effectively in small and large group discussions

Exceeds	Meets	Nearing	Below
<p>Contributes meaningfully to discussions on a consistent basis</p> <p>Offers unique ideas and insights to discussions</p> <p>Ideas contributed link to the ideas that others share</p>	<p>Often participates in discussions</p> <p>Contributions are usually meaningful</p>	<p>Occasionally participates in discussions without prompting or direct questioning</p> <p>Contributions to the discussion are on the topic being discussed</p>	<p>Rarely participates in class discussions</p> <p>Contributions that are made are distracting to the discussion</p>

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
<p>Scoring 100%-90% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Is able to follow multiple-step directions on a consistent basis</p> <p>Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments</p>	<p>Scoring 89%-78% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Usually is able to follow multiple directions on a consistent basis</p> <p>Responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 77%-70% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Occasionally uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Needs verbal directions repeated or broken down into smaller steps</p> <p>Usually responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 69% or below on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Rarely uses body basics that would indicate active listening</p> <p>Rarely remembers and follows directions given orally</p> <p>Not aware of what the speaker has said</p>

Listening and Speaking Grade 6

Communicates effectively in small and large group discussions

Exceeds	Meets	Nearing	Below
<p>Contributes meaningfully to discussions on a consistent basis</p> <p>Offers unique ideas and insights to discussions</p> <p>Ideas contributed link to the ideas that others share</p>	<p>Often participates in discussions</p> <p>Contributions are usually meaningful</p>	<p>Occasionally participates in discussions without prompting or direct questioning</p> <p>Contributions to the discussion are on the topic being discussed</p>	<p>Rarely participates in class discussions</p> <p>Contributions that are made are distracting to the discussion</p>

Understands when listening (listening comprehension)

Exceeds	Meets	Nearing	Below
<p>Scoring 100%-90% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Is able to follow multiple-step directions on a consistent basis</p> <p>Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments</p>	<p>Scoring 89%-78% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Usually is able to follow multiple directions on a consistent basis</p> <p>Responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 77%-70% on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Occasionally uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Needs verbal directions repeated or broken down into smaller steps</p> <p>Usually responds to the speaker with remarks that relate to the topic</p>	<p>Scoring 69% or below on the listening section of the Macmillan unit, mid-year and end-of-year tests</p> <p>Rarely uses body basics that would indicate active listening</p> <p>Rarely remembers and follows directions given orally</p> <p>Not aware of what the speaker has said</p>

Listening and Speaking Kindergarten

Listens attentively

Exceeds	Meets	Nearing	Below
<p>Demonstrates understanding by paraphrasing, restating and/or adding to the speaker's comments</p>	<p>Consistently uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Is able to follow three or more multiple-step directions on a consistent basis</p> <p>Responds to the speaker with remarks that relate to the topic</p>	<p>Usually uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Usually is able to follow directions on a consistent basis</p> <p>Usually responds to the speaker with remarks that relate to the topic</p>	<p>Occasionally or rarely uses body basics that indicate active listening (places eyes on speaker, uses facial expressions that indicate understanding, is quiet when others speak, etc.)</p> <p>Needs verbal directions repeated or broken down into smaller steps or unable to remember and follow directions given orally</p> <p>Not aware of what the speaker has said</p>

Participates in class discussions and activities

Exceeds	Meets	Nearing	Below
<p>Offers unique ideas and insights to discussions</p> <p>Ideas contributed link to the ideas that others share</p>	<p>Contributes meaningfully to discussions on a consistent basis</p>	<p>Often participates in discussions</p> <p>Contributions are usually meaningful</p>	<p>Seldom participates or refuses to participate in discussions without prompting or direct questioning</p> <p>Contributions that are made are distracting to the discussion</p>

Listening and Speaking Kindergarten

Expresses needs and ideas so others understand

Exceeds	Meets	Nearing	Below
Consistently communicates basic needs and wants effectively with details	Usually communicates basic needs and wants effectively with details	Able to communicate basic needs and wants, but lacks details	Just beginning to communicate basic needs and wants
Expresses ideas clearly with details	Expresses ideas clearly, but lacks detail	Usually expresses ideas clearly	

Demonstrates the ability to rhyme, blend and segment sounds

Exceeds	Meets	Nearing	Below
Uses comments if appropriate	Is able to rhyme, blend, and segment sounds accurately Scores "6" or "7" on the Phonemic Awareness test	Participates in rhyming, blending and segmenting activities and shows evidence of skill growth	Does not demonstrate an interest in word play or phonemic activities