

KINDERGARTEN LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

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

FIRST GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|--|--------------------------|--------------------------|
| 1. | Follow two and three step oral directions | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Recognize and demonstrate the importance of focusing on the speaker when listening | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Use appropriate volume and tone of voice when interacting with others | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Summarize what others say with courtesy and respect | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Respond appropriately to practical non-verbal signals (example: flashing lights, street crossings) | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Distinguish between true and false information | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Explore ways to find factual information (example: encyclopedias, CD-ROM, Discovery Channel) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Describe pertinent information that can be used on a personal basis (example: addresses, phone numbers, emergency information) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Describe what makes various audio or visual presentations appealing (example: graphics, animation) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Use visual cues to remember pertinent information. (example: calendars) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Ask appropriate questions to clarify information | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Restate information in a sequence similar to how it was presented (example: simple directions) | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Apply vocal patterns to information for recall. (example: rhymes, songs, rhythm) | <input type="checkbox"/> | <input type="checkbox"/> |

SECOND GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

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

THIRD GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD

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

FOURTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|---|--------------------------|--------------------------|
| 1. | Respond courteously and respectfully to the ideas and thoughts of others | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Listen and share responses in group learning activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Ask questions to determine the intended meaning and purpose of the speaker's message | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Observe and assess various non-verbal cues (example: gestures, body language, facial expressions) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Listen in group settings to aid in specifying goals, devising solutions, and choosing the best course of action | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Analyze the role of the media in focusing attention and in forming opinion | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Distinguish between facts and opinions | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Identify false or misleading information in oral and electronic presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Determine ways of assessing information for accuracy (example: research, investigation) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Summarize major ideas and supporting evidence presented in spoken messages and formal presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Connect prior experiences, insights, and ideas to what is heard or seen | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Record information while listening | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Paraphrase what others have said for clarification | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Use various references or sources to determine if information is valuable (example: encyclopedia, periodicals) | <input type="checkbox"/> | <input type="checkbox"/> |

FIFTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

SKILLS PERFORMED BY CHILD

YES NO

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|-----|--|--------------------------|--------------------------|
| 1. | Understand the appropriateness of various listening behaviors in different social situations (example: plays, concerts, lectures, talking with friends) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Listen, draw conclusions, and share responses in subject-related group learning activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Ask questions to understand the speaker's point-of-view and clarify non-verbal messages | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Interpret gestures and facial expressions meant to support, accentuate, or dramatize verbal message | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Use active listening skills when determining goals, responsibilities, and progress in various group settings | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Analyze media as information provider, entertainer, persuader, informer, and/or transmitter of culture | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Distinguish between fact and speaker opinion | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Identify and analyze persuasive techniques used in oral presentations and media messages (example: promises, dares and flattery, glittering generalities, logical fallacies) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Identify ways to determine the reliability of information (example: research, support, proof) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Summarize information gathered in group activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Connect information with prior knowledge and experience for effective recall | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Paraphrase the communication of others to clarify the intended message | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Organize information according to topic or subject | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Restate multi-step oral instructions/directions | <input type="checkbox"/> | <input type="checkbox"/> |

SIXTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|---|--------------------------|--------------------------|
| 1. | Describe appropriate listening behaviors in various social situations (example: concerts, plays, classrooms) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Ask questions to seek clarification of ideas | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Summarize, respond to, and evaluate group activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Describe and clarify the personal feelings evoked by the non-verbal communication of others | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Distinguish between intentional and unintentional non-verbal communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Examine the reliability and authority of speaker information | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Determine the effect of images, text, and sound in electronic journalism | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Distinguish between fact and fiction in various forms of oral or visual communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Recognize the use of subliminal messages in various aspects of communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Identify false and misleading information in oral and electronic presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Use questions to clarify instructions and directions | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Classify information received according to subject or topic for effective retention | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Use various sources to determine if information is relevant or useful (example: journals, encyclopedia, CD-ROM) | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Combine new information with prior knowledge for recall | <input type="checkbox"/> | <input type="checkbox"/> |

SEVENTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

SKILLS PERFORMED BY CHILD

YES

NO

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|-----|--|--------------------------|--------------------------|
| 1. | Demonstrate appropriate listening behaviors in various social situations (example: school events, assemblies, classrooms) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Ask specific questions to seek elaboration and clarification of ideas and opinions | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Use appropriate listening and interpersonal skills in various group situations (example: goal setting, assigning responsibilities) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Understand the use of non-verbal skills when communicating with others (example: eye contact, posture, gestures) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Determine the accuracy or validity of speaker information | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Consider the influence of images, text, and sound in print/electronic journalism | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Identify persuasive and propaganda techniques used in television and other media | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Identify the use of subliminal messages in various forms of communication | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Recognize how interpretation of literal and figurative meaning can be misleading within electronic communication (example: illusion, advertisement, dramatic action) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Ask questions designed to elicit information as evidence to validate a specific message | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Organize information received according to subject or topic for greater retention | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Use specific sources to determine the relevance or usefulness of information (example: periodicals, newspapers, CD-ROMs) | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Relate new information to prior knowledge for effective recall | <input type="checkbox"/> | <input type="checkbox"/> |

EIGHTH GRADE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

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

Page 1 GRADES NINE THROUGH TWELVE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by: _____

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

Page 2 GRADES NINE THROUGH TWELVE LISTENING AND VIEWING STANDARDS

DATE: _____

Assessment Performed by:

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