

SPEAKING: Primary (Grades K-2) Student Language Scoring Guide

Used only for classroom instruction

Ideas and Content

Clear ideas and details

- Strong**
- My message is complete and clear.
 - I use strong supporting details.

- Meets Standard**
- My message is clear.
 - I use some details.

- Emerging**
- My message is not clear.
 - I need details.

Organization

Planning from beginning to end

- Strong**
- My message is easy to follow and holds the listener's attention.
 - I have a strong beginning, middle and end.

- Meets Standard**
- My message can be followed, but the listener may get confused along the way.
 - My beginning, middle, and end need work.

- Emerging**
- My message is not easy to follow.
 - I need a beginning, middle or an end.

Delivery

Information presented clearly

- Strong**
- I speak clearly and look at my listeners.
 - I speak in a normal voice that is loud enough to be heard.
 - I speak smoothly without lots of “um’s,” “uh’s,” or “and’s.”

- Meets Standard**
- I usually speak clearly but may not look at all my listeners.
 - I may speak too fast or too slow.
 - I may have too many “um’s,” “uh’s,” or “and’s.”

- Emerging**
- I do not speak clearly, and I have trouble looking at the audience.
 - I speak too fast or too slow
 - What I have to say is filled with “um’s,” “uh’s,” or “and’s.”

While language skills are being developed in the classroom, they will not be assessed for Benchmark 1 standards.

Language

Clear and interesting words

- Strong**
- I use a variety of interesting words.
 - My sentences are correct and easy to understand.

- Meets Standard**
- I use words that the listener can understand.
 - My sentences are mostly correct.

- Emerging**
- I use words that do not make sense.
 - My sentences sound confusing.