

## Secondary Speech and Language Checklist Based on Power Standards (11/12/2010)

Name _____ Date _____ Rater _____	Signifi- below peers	2	similar to peers	4	Signifi- cantly above peers
<b>Speaking and Listening Skills Supporting Interpersonal Communication and Basic Literacy</b>					
1. Demonstrates a basic command of sentence structure in speaking.	1	2	3	4	5
2. Actively participates by listening and speaking effectively, following agreed upon rules for conversation in social, academic, and work settings.	1	2	3	4	5
3. Asks questions to clarify and converse.	1	2	3	4	5
4. Uses a variety of strategies to learn and remember the meaning of unfamiliar words.	1	2	3	4	5
5. Uses a variety of vocabulary to convey meaning in speaking.	1	2	3	4	5
6. Responds to questions and can support the response with clarifying detail.	1	2	3	4	5
7. Identifies main elements in a story presented visually or in text.	1	2	3	4	5
8. Identifies and expresses (e.g., summarizes) the central purpose of a text or task, along with specific details needed (e.g. scientific method, preparing food in a Deli).	1	2	3	4	5
9. Distinguishes fact from opinion.	1	2	3	4	5
10. Determines cause and effect.	1	2	3	4	5
11. Uses communication skills to agree, disagree or compare.	1	2	3	4	5
12. Is able to explain and support opinions with information from text, tasks, experience or situation.	1	2	3	4	5
13. Communicates information and ideas effectively, adjusting delivery and language to the listener.	1	2	3	4	5
14. Identifies and restates point of view of another in a social situation, text or discussion issue.	1	2	3	4	5
15. Knows and applies active listening strategies to comprehend messages.	1	2	3	4	5
16. Applies self-assessment criteria to listening and speaking tasks.	1	2	3	4	5
17. Follows a speaker's presentation and represents it in notes.	1	2	3	4	5
<b>Articulation</b>					
18. Speaks understandably with clear speech sounds.	1	2	3	4	5
<b>Fluency and Voice</b>					
19. Uses a clear voice (not hoarse, too soft or too loud).	1	2	3	4	5
20. Speaks fluently (no stuttering, excessive pauses or rate).	1	2	3	4	5

SPPS Secondary SLP PLC (2010); adapted from the work of Belle, C., Brown, R., Knocke, B., Luchsinger, D., Pruden, L., and Smith, K. (2008)