

Language Arts: Speaker's Craft

Competency: Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

Grade Level Competency: Kindergarten Speakers will be able to engage in collaborative discussions and presentations for a variety of authentic purposes.

Criteria	Extending	Proficient	In Progress	Beginning
Exchanging Ideas	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p>	<p>I can listen and ask questions to clarify my understanding</p> <p>I can share ideas and make statements that are connected to the discussion.</p>	<p>I can listen and ask questions.</p> <p>I can share an idea related to the discussion.</p>	<p>I can listen.</p> <p>I can share an idea.</p>
Communicating to an Audience	<p><i>I can use my communication skills to recognize diverse perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p> <p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others.</i></p>	<p>I can create digital content to share information and stay on topic.</p> <p>I can speak clearly to express my own ideas.</p>	<p>I can share information and stay on topic.</p> <p>I can speak clearly so others can hear and understand me.</p>	<p>I can stay on topic when sharing.</p> <p>I can speak.</p>

MDE grade level benchmarks explicitly in the rubric

Kindergarten

0.3.3.1 Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support.

0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly.

0.3.1.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood

0.3.1.1 b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges. c. Follow sequence of a story or discussion or steps in a process.

0.3.3.2 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint.*

Learning Progression

Kindergarten



Supporting Benchmarks

Kindergarten

- 0.3.1.1 Exchange ideas in storytelling, discussion and collaboration, with intentional inclusion of voices of Dakota and Anishinaabe people and other perspectives.
 - a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.

Grade Level Competency: Grades 1-2 Speakers will be able to engage in collaborative discussions and presentations for a variety of authentic purposes.

Criteria	Extending	Proficient	In Progress	Beginning
Exchanging Ideas	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills.</i></p> <p><i>The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p>	<p>I can listen and ask and answer questions to clarify and deepen my understanding of a topic or issue.</p> <p>I can share ideas, with relevant facts and details.</p>	<p>I can listen and ask and answer questions related to the topic.</p> <p>I can share my own idea.</p>	<p>I can listen and ask or answer questions.</p> <p>I can identify an idea to share.</p>
Communicating to an Audience	<p><i>I can use my communication skills to recognize diverse perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p> <p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others.</i></p>	<p>I can create digital content to share information that includes relevant facts and details.</p> <p>I can express my own ideas and stay on topic using a variety of words, descriptions, with examples.</p>	<p>I can share relevant information on a given topic.</p> <p>I can express my own ideas and stay on topic.</p>	<p>I can share information (a fact or detail).</p> <p>I can express my own idea.</p>
MDE grade level benchmarks explicitly in the rubric				
Grade 1			Grade 2	

1.3.3.1 Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles.

1.3.2.1 Demonstrate understanding of intonation and phrasing in spoken language.

1.3.1.2 Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.3.1.1 b. Participate as speaker and listener, responding to and building on the comments and ideas of others. c. Express one's own ideas, stories and experiences.

1.3.3.2 Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose and audience, considering digital footprint. *

2.3.3.1 Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles.

2.3.2.1 Demonstrate basic understanding and use of descriptive language and features of spoken language (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).

2.3.1.2 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

2.3.1.1 b. Participate as a speaker and listener, building on and linking to the comments of others. c. Express one's own ideas, stories and experiences.

2.3.3.2 Create and share work, choosing a digital tool from teacher-provided lists, and critique effectiveness of chosen tool regarding the task, purpose and audience (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression), demonstrating understanding of digital footprint. *

Learning Progression

Grade 1

Grade 2

<input type="checkbox"/>	<input type="checkbox"/>
Supporting Benchmarks	
Grades 1	Grade 2
<input type="checkbox"/> 1.3.1.1 Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. d. Make a contribution toward a shared goal in collaboration with others. e. Follow sequence of a story or discussion or steps in a process.	<input type="checkbox"/> 2.3.1.3 Demonstrate ability to receive and act on feedback from others and self-reflection. <input type="checkbox"/> 2.3.1.1 Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion or steps in a process.

Grade Level Competency: Grades 3-4 Speakers will be able to engage in collaborative discussions and presentations for a variety of authentic purposes.

Criteria	Extending	Proficient	In Progress	Beginning
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<p>Exchanging Ideas</p>	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting.</i></p>	<p>I can listen to learn, making meaning and connections.</p> <p>I can share ideas that connect to the ideas of others and compare perspectives.</p> <p>I can ask and answer relevant questions to clarify or learn more.</p>	<p>I can listen to learn and make meaning.</p> <p>I can make connections to others' ideas.</p> <p>I can ask or answer relevant questions.</p>	<p>I can listen to learn.</p> <p>I can share an idea.</p> <p>I can ask or answer questions.</p>
<p>Communicating to an Audience</p>	<p><i>I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my communication skills to recognize diverse perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p> <p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others.</i></p>	<p>I can create digital content to share information with a clear focus, purpose, and logical sequence using descriptions, facts, and details; telling my audience why I used that tool</p> <p>I can clearly express my ideas using a variety of words, descriptions, and examples in social and academic settings.</p>	<p>I can share information that includes facts and details in a logical sequence.</p> <p>I can clearly express my ideas and provide examples in social and academic settings.</p>	<p>I can share information that includes facts and details.</p> <p>I can express my ideas, in social and academic settings.</p>
<p>MDE grade level benchmarks explicitly in the rubric</p>				
<p>Grade 3</p>		<p>Grade 4</p>		

<p>3.3.3.1 Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles.</p> <p>3.3.2.1 Use vocabulary for effect and attend to features of spoken language in communicating with others in social and academic situations (including volume, intonation, phrasing, speed, pausing, stress, rhythm and gestures).</p> <p>3.3.1.2 Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.</p> <p>3.3.1.1 b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one’s own ideas, stories and experiences, linking to comments of others.</p> <p>3.3.3.2 Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose and audience, demonstrating understanding of digital footprint. *</p>	<p>4.3.3.1 Create written, oral and digital content that communicates knowledge and ideas in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles.</p> <p>4.3.2.1 Use vocabulary, language, structure and features of spoken language to convey ideas precisely in communicating with others in social and academic situations.</p> <p>4.3.1.2 Ask and answer questions to clarify or follow up on viewpoints of others in a discussion.</p> <p>4.3.1.1 b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one’s own ideas, stories and experiences, linking to comments of others.</p> <p>4.3.3.2 Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint. *</p>
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Learning Progression	
Grade 3	Grade 4

<input type="checkbox"/>	<input type="checkbox"/>
Supporting Benchmarks	
Grades 3	Grade 4
<input type="checkbox"/> 3.3.1.3 Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work, with guidance and support from adults. <input type="checkbox"/> 3.3.1.1 Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. d. Help to establish group member roles and timeline for work e. Identify and work toward a shared goal. f. Follow the sequence of a story or discussion or steps in a process.	<input type="checkbox"/> 4.3.1.3 Receive and act on feedback from others, self-reflect, and provide constructive feedback on peers' work in various ways (e.g., written, oral, non-verbal). <input type="checkbox"/> 4.3.1.1 Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. d. Negotiate and compromise to support productive exchange of ideas.e. Identify and work toward a shared goal.

Grade Level Competency: Grades 5-6 Speakers will be able to effectively collaborate, learn from, and communicate with others through various forms of presentations and discussions.

Criteria	Extending	Proficient	In Progress	Beginning
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<p>Exchanging Ideas</p>	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my communication skills to recognize diverse perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p>	<p>I can listen and my comments or feedback show I was thinking about what was shared.</p> <p>I can communicate claims and findings using descriptive details, relevant facts, and examples so that others understand my point.</p> <p>I can ask “prepared in advance” questions and respond to relevant questions and comments of others.</p>	<p>I can listen and provide comments or feedback that is relevant.</p> <p>I can communicate claims and findings using details, facts, and examples.</p> <p>I can ask and respond to questions and comments of others.</p>	<p>I can listen and provide comments or feedback.</p> <p>I can provide details, facts and examples.</p> <p>I can respond to questions and comments of others.</p>
<p>Communicating to an Audience</p>	<p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others.</i></p>	<p>I can create and share multimedia to an audience with a clear focus, purpose, and logical sequence using descriptions, facts, and details including central ideas or themes.</p> <p>I can clearly express ideas in a variety of forms and tools (<i>digital and face-to-face</i>) and justify how I have considered my audience and context.</p>	<p>I can create and share multimedia to an audience with a focus, purpose, and logical sequence using descriptions, facts, and details.</p> <p>I can express ideas in a variety of forms and tools (<i>digital and face-to-face</i>).</p>	<p>I can create and share multimedia to an audience with a focus, purpose, and logical sequence.</p> <p>I can express ideas in a variety of forms and tools.</p>
<p>MDE grade level benchmarks explicitly in the rubric</p>				
<p>Grade 5 5.3.3.1 Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support</p>		<p>Grade 6</p>		

<p>central ideas or themes, in a variety of presentation styles, demonstrating understanding of ethical and safe communication practices.</p> <p>5.3.2.1 Use vocabulary, language, structure and features of spoken language to communicate ideas precisely, recognizing situational differences.</p> <p>5.3.1.2 Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion and elaborate on the comments of others.</p> <p>5.3.1.1 b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. c. Express one’s own ideas, stories and experiences, linking to comments of others</p> <p>5.3.3.2 Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose and audience, demonstrating understanding of digital footprint. *</p>	<p>6.3.3.1 Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices.</p> <p>6.3.2.1 Use vocabulary, language, structure and features of spoken language to communicate ideas precisely in a variety of forms, including digital and face-to-face interactions, considering audience and context.</p> <p>6.3.1.2 Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.</p> <p>6.3.3.2 Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint. *</p>
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Learning Progression	
Grade 5	Grade 6
<input type="checkbox"/>	<input type="checkbox"/>

Supporting Benchmarks

Grades 5	Grade 6
<ul style="list-style-type: none"> <input type="checkbox"/> 5.3.1.3 Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments. <input type="checkbox"/> 5.3.1.1 Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal. 	<ul style="list-style-type: none"> <input type="checkbox"/> 6.3.1.3 Adapt speech, writing or communications by utilizing constructive feedback from self and others. <input type="checkbox"/> 6.3.1.1 Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.

Grade Level Competency: Grades 7-8 Speakers will be able to effectively collaborate, learn from, and communicate with others through various forms of presentations and discussions.

Criteria	Extending	Proficient	In Progress	Beginning
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<p>Exchanging Ideas</p>	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p> <p><i>I can use my communication skills to recognize and highlight diverse perspectives to emphasize a balance of perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p> <p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others because I use my communication skills to direct the audience's attention to relevant ethical, social, or global topics.</i></p>	<p>I can listen for new insight, even when ideas are both the same and different from my perspective.</p> <p>I can exchange ideas, claims and findings on issues, topics or texts, and consider other perspectives.</p> <p>I can ask questions to elicit elaboration and respond by making statements that are supported by specific evidence to contribute to new ideas.</p>	<p>I can listen for insight, when ideas are the same as my perspective.</p> <p>I can exchange ideas, claims and findings on issues, topics or texts.</p> <p>I can ask questions and respond by making statements that are supported by evidence.</p>	<p>I can listen for insights.</p> <p>I can exchange ideas, claims and findings.</p> <p>I can ask questions and respond by making statements.</p>
<p>Communicating to an audience</p>	<p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others because I use my communication skills to direct the audience's attention to relevant ethical, social, or global topics.</i></p>	<p>I can create and share multimedia, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details.</p> <p>Following ethical and safe communication practices, I can express ideas using my personal voice, style, and tone and justify my impact when communicating with others.</p>	<p>I can create and share multimedia, in a focused, coherent manner with relevant evidence.</p> <p>Following ethical and safe communication practices, I can express ideas using my personal voice, style, and tone and identify my impact.</p>	<p>I can create and share multimedia, in a focused, coherent manner with evidence.</p> <p>I can express ideas using my personal voice, style, and tone.</p>
<p>MDE grade level benchmarks explicitly in the rubric</p>				
<p>Grade 7</p>			<p>Grade 8</p>	

7.3.3.1 Communicate claims and findings, sequencing ideas logically, including relevant facts and descriptive details to support central ideas or themes, in a variety of presentation styles, following ethical and safe communication practices; collaborate with peers, such that multiple aspects of a topic are explored (e.g. collaborative magazine, blog or presentation).

7.3.2.1 Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone in communicating with others, considering audience and context.

7.3.1.2 Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion.

7.3.3.2 Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint. *

8.3.3.1 Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices.

8.3.2.1 Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone, and identify impact in communicating with others, considering audience and context.

8.3.1.2 Ask questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations and ideas, demonstrating preparation for the discussion.

8.3.3.2 Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint. *

Learning Progression

Grade 7

Grade 8

<input type="checkbox"/>	<input type="checkbox"/>
Supporting Benchmarks	
Grades 7	Grade 8
<input type="checkbox"/> 7.3.1.3 Adapt speech, writing or communications by utilizing constructive feedback from self and others. <input type="checkbox"/> 7.3.1.1 Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.	<input type="checkbox"/> 8.3.1.3 Adapt speech, writing or communications by utilizing constructive feedback from self and others. <input type="checkbox"/> 8.3.1.1 Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal.

Grade Level Competency: Grades 9-10 Speakers will be able to communicate using insightful questioning and building on the ideas of others for a variety of authentic purposes and audiences at a college and career level.

Criteria	Extending	Proficient	In Progress	Beginning
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<p>Exchanging Ideas</p>	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by using a pathway that demonstrates:</i></p>	<p>I can actively listen for new insights and determine strengths, limitations or potential biases.</p> <p>I can exchange ideas, build on the contributions of others and ask questions on issues, topics and texts, that connect the discussion to broader ideas and themes while intentionally considering other perspectives.</p>	<p>I can actively listen for new insights and determine strengths.</p> <p>I can exchange ideas, build on the contributions of others and ask questions on issues, topics and texts that connect to the discussion topic.</p>	<p>I can actively listen for new insights.</p> <p>I can exchange my ideas and ask questions during the discussion.</p>
<p>Communicating to an audience</p>	<p><i>I can use my communication skills to recognize and highlight diverse perspectives to emphasize a balance of perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p> <p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others because I use my communication skills to direct the audience's attention to relevant ethical, social, or global topics.</i></p>	<p>I can use the most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline to create an impact.</p> <p>I can craft spoken language, use supporting visuals, or use multimedia to present information from multiple sources, while following safe and ethical communication practices to engage, entertain, and communicate to my audience.</p>	<p>I can develop a presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline.</p> <p>I can craft spoken language, use supporting visuals, or use multimedia to present information from multiple sources to communicate to my audience.</p>	<p>I can make a presentation to communicate knowledge and ideas to an audience.</p> <p>I can use spoken language, use supporting visuals, or use multimedia to present information.</p>
<p>MDE grade level benchmarks explicitly in the rubric</p>				
<p>Grade 9 9.3.2.1 Adapt speech, writing or communications to a variety of contexts, audiences and tasks, demonstrating command of formal English when indicated or Appropriate.</p>			<p>Grade 10 10.3.2.1 Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language</p>	

9.3.1.2 Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.

9.3.3.2 Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property. *

9.3.1.1 Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering other perspectives.

9.3.1.1 a. Exchange ideas on grade 9 topics, texts and issues from social studies and science.

9.3.1.1 b. Elaborating on others' ideas and summarizing points of agreement and disagreement.

9.3.3.1 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

(e.g., rhetorical questioning) in a variety of forms, including digital and face-to-face interactions, considering audience and context.

10.3.1.2 Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion.

10.3.3.2 Create, share and present, individually or in a collaborative group, a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering the audience, demonstrating understanding of digital footprint. *

10.3.1.1 Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering other perspectives.

10.3.1.1 a. Exchange ideas on grade 10 topics, texts and issues from social studies and science.

10.3.1.1 b. Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas.

10.3.3.1 Select and use the most applicable style of communication, appropriate to task, purpose, audience and discipline, following ethical and safe communication practice.

Learning Progression

Grade 9

Grade 10

Supporting Benchmarks

Grades 9	Grade 10
<ul style="list-style-type: none"> <input type="checkbox"/> 9.3.1.3 Request and utilize constructive feedback for use in revising work. <input type="checkbox"/> 9.3.1.1 c and d Work toward a shared goal by building consensus and integrating divergent views (conflict resolution). 	<ul style="list-style-type: none"> <input type="checkbox"/> 10.3.1.1 c and d Work with peers to set rules for collegial discussions (conflict resolution) and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <input type="checkbox"/> 10.3.1.3 Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Grade Level Competency: Grades 11-12 Speakers will be able to communicate using insightful questioning and building on the ideas of others for a variety of authentic purposes and audiences at a college and career level.

Criteria	Extending	Proficient	In Progress	Beginning
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<p>Exchanging Ideas</p>	<p><i>I can engage deeply with complex topics that explore, challenge, and build on new ideas, demonstrate originality in analysis, and communicate ideas effectively using advanced speaking and discussion skills. The emphasis is on critical thinking, creativity, and the ability to apply my learning in innovative ways that extend beyond the classroom setting. I drive my own learning by:</i></p> <p><i>I can use my communication skills to recognize and highlight diverse perspectives to emphasize a balance of perspectives and spark collaboration that is reflective of what is needed to create an impact in the world.</i></p>	<p>I can skillfully judge when to speak and prompt or give others the opportunity to contribute, ensuring balanced participation.</p> <p>I can contribute by asking questions and building on the contributions of others and presenting new ideas that are well-supported with relevant and specific evidence to explore a wide range of topics, while taking into account what I have prepared (when appropriate).</p>	<p>I can decide when to speak and when to allow others to contribute.</p> <p>I can contribute by asking questions and building on contributions of others while taking into account what I have prepared (when appropriate) by sharing supporting evidence.</p>	<p>I can participate by sharing my ideas.</p> <p>I can contribute to discussions by asking questions, building on the ideas of others, or presenting my own ideas.</p>
<p>Communicating to an Audience</p>	<p><i>I can use my communication skills to connect my ideas, claims, and findings to the world in a way that promotes and strengthens the understanding of others because I use my communication skills to direct the audience's attention to relevant topics in our world.</i></p>	<p>I can consistently and effectively use the most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline to make an impression.</p> <p>I can craft spoken language, use supporting visuals, or use multimedia to engage and entertain my audience.</p>	<p>I can use the most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline.</p> <p>I can craft spoken language, use supporting visuals, or use multimedia to engage my audience.</p>	<p>I can develop a presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline.</p> <p>I can craft spoken language, use supporting visuals, or use multimedia to communicate with my audience.</p>

MDE grade level benchmarks explicitly in the rubric

Grades 11-12

11.3.2.1 Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language in a variety of forms, including digital and face-to-face interactions, considering audience and context.

11.3.1.2 Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.

11.3.3.2 Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint. *

11.3.1.1 and b Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering other perspectives. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas.

11.3.3.1 Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.

11.3.1.1 a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science.

Learning Progression

Grades 11-12

Supporting Benchmarks

Grades 11-12

- 11.3.1. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11.3.1.1 d and e. Develop a shared vision and goal in seeking diverse perspectives from the wider world and employ conflict resolution strategies(e.g., experts from the local community or students from other schools, towns, states or countries).
- 11.3.1.3 Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.