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| **K** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **ToM.S.K.1**  Students can use grade-appropriate language **to express** **complete** **thoughts, ideas, and feelings** | Student does not respond or responds with words or short phrases **to express** **thoughts, ideas, and feelings.**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to partially express thoughts, ideas, and feelings**.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to express** **thoughts, ideas, and feelings.**  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences **to express** **complete** **thoughts, ideas, and feelings**.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use complex sentences and fluid responses **to express** **complete thoughts, ideas, and feelings.**  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.K.2**  Students can use grade-appropriate language **to ask questions and make statements to provide, seek, or clarify** information about a topic. | Student does not respond or responds with words or short phrases **to ask questions and make statements to** **provide, seek, or clarify** information about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to provide, seek,** **or clarify** information about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to** **provide, seek,** **or clarify** information about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences **to ask questions and make statements to** **provide, seek,** **or clarify** information about a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use complex sentences and fluid responses **to ask questions and make statements to provide, seek,** **or clarify** information about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **K** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **TOM.S.K.3**  Students can use grade-appropriate language **to ask questions about and describe** **people, places, and events** in a story. | Student does not respond or responds with words or short phrases **to ask questions about and describe** **people, places, and events** in a story.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions about and describe** **people, places, and events** in a story.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions about and describe people, places, and events** in a story.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences **to ask questions about and describe people, places, and events** in a story.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use complex sentences and fluid responses **to ask questions about and describe people, places, and events** in a story.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.K.4**  Students can use grade-appropriate language **to ask questions and make statements to provide an** **opinion or information** about a topic. | Student does not respond or responds with words or short phrases **to ask questions and make statements to provide an opinion or information** about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to provide an opinion or information** about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to provide an** **opinion or information** about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences **to ask questions and make statements to provide an** **opinion or information** about a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use complex sentences and fluid responses **to ask questions and make statements to provide an opinion or information** about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **ToM.S.1-2.1**  Students can use grade-appropriate language **to express complete thoughts, ideas, and feelings or retell a story**. | Student does not respond or responds with words or short phrases **to express** **thoughts, ideas and feelings or retell a story.**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to partially** **express thoughts, ideas, and feelings or retell a story.**  Response may have frequent errors in words and structure that may obscure meaning. | Student can use simple and occasionally complex sentences **to express** **connected thoughts, ideas, and feelings or retell a story.**  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences **to express connected and complete** **thoughts, ideas, and feelings or retell a story.**    Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses **to express connected and complete** **thoughts, ideas, and feelings or retell a story.**  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.1-2.2**  Students can use grade-appropriate language **to ask questions and make statements to** **provide, seek, or clarify** information about a topic. | Student does not respond or responds with words or short phrases **to ask questions and make statements to** **provide, seek or clarify** information about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to** **provide, seek, or clarify** information about a topic.  Response may have frequent errors in words and structure that may obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to** **provide, seek, or clarify** information about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use simple and complex sentences, **to ask questions and make statements to** **provide, seek, or clarify** information about a topic.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses **to ask questions and make statements to provide, seek, or clarify** information about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **1-2** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **ToM.S.1-2.3**  Students can use grade-appropriate language **to ask questions about and describe people, places, and events** in a story, including key details and feelings. | Student does not respond or responds with words or short phrases **to ask questions about and describe people, places, and events** in a story, including key details and feelings.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions about and describe people, places and events** in a story, including key details and feelings.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions about and describe people, places and events** in a story, including key details and feelings.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to** **ask questions about and describe people, places and events** in a story, including key details and feelings.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses **to ask questions about and describe people, places and events in a story,** including key details and feelings.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.1-2.4**  Students can use grade-appropriate language **to ask questions and provide information, facts, or an opinion** about a topic. | Student does not respond or responds with words or short phrases **to ask questions and provide** **information, facts, or an opinion** about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and provide** **information, facts, or an opinion** about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and provide** **information, facts, or an opinion** about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions and provide** **information, facts, or an opinion** about a topic.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses **to ask questions and provide information, facts, or an opinion** about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **ToM.S.3-4.1**  Students can use grade-appropriate language with details **to express complete thoughts, ideas, and feelings, provide clarification or retell a story.** | Student does not respond or responds with words or short phrases **to** **express thoughts, ideas and feelings, provide clarification or retell a story.**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences, with details, **to** **partially express thoughts, ideas and feelings and feelings provide clarification or retell a story.**  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences, with details, **to** **express connected thoughts, ideas, and feelings, provide clarification or retell a story.**  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences, with details, **to express connected and complete thoughts, ideas, and feelings, provide clarification or retell a story.**  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both complex sentences and fluid responses, with details, to **express connected and complete thoughts, ideas, and feelings, provide clarification or retell a story.**  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.3-4.2**  Students can use grade-appropriate language **to ask questions and make statements linked to other comments to** **provide, seek, or clarify** information about a topic. | Student does not respond or responds with words or short phrases **to ask questions and make statements linked to other comments to** **provide, seek, or clarify** information about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements linked to other comments to provide, seek, or clarify** information about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements linked to other comments to** **provide, seek, or clarify** information about a topic.    Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions and make statements linked to other comments to** **provide, seek, or clarify** information about a topic.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both complex sentences and fluid responses **to ask questions and make statements linked to other comments** **to provide, seek, or clarify** information about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **3-4** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **ToM.S.3-4.3**  Students can use grade-appropriate language **to** **ask questions about and describe people, places, events and situations** in a story,including relevant key details and feelings. | Student does not respond or responds with words or short phrases **to ask questions about and describe people, places, events and situations** in a story, including relevant key details and feelings.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions about and partially describe people, places, events and situations** in a story, including relevant key details and feelings.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions about and describe people, places, events and situations** in a story, including relevant key details and feelings.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to** **ask questions about and describe people, places, events and situations** in a story, including relevant key details and feelings.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses, with details, **to ask questions about and describe people, places, events and situations** in a story, including relevant key details and feelings.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.3-4.4**  Students can use grade-appropriate language **to ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic. | Student does not respond or responds with words or short phrases **to ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic.  Response rarely contains errors in words and structure that obscure meaning. | Student can consistently use both complex sentences and fluid responses, with details, **to** **ask questions about and provide information, facts, descriptive details or an opinion** to report on a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **ToM.S.5-6.1**  Students can use grade-appropriate language with details **to express complete thoughts, ideas, and feelings, provide clarification, or summarize** in both formal and informal situations. | Student does not respond or responds with words or short phrases that may or may not **express** **thoughts, ideas, and feelings, provide clarification, or summarize**.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences, with details, **to partially express** **thoughts, ideas, and feelings, provide clarification, or summarize**  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences, with details, **to express connected** **ideas, thoughts, and feelings provide clarification or summarize**.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences, with details, **to express connected** **ideas, thoughts, and feelings, provide clarification or summarize**.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both simple and complex sentences and fluid responses, with details, **to express complete ideas and connected thoughts and feelings, provide clarification or summarize**.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.5-6.2**  Students can use grade-appropriate language **to ask questions and make statements to provide, seek, clarify, or summarize** key information about a topic. | Student does not respond or responds with words or short phrases language **to ask questions and make statements to provide, seek, clarify, or summarize** key information about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to** **provide, seek, clarify, or summarize** key information about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to** **provide, seek, clarify, or summarize** key information about a topic.    Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions and make statements to provide, seek, clarify, or summarize** key information about a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses **to ask questions and make statements to** **provide, seek, clarify, or summarize** key information about a topic  Response has few or no errors in word choice and structure that obscure meaning. |

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| **5-6** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **ToM.S.5-6.3**  Students can use grade-appropriate language **to** **describe people, places, events and situations in detail, and recount or summarize a story** using key details and sequential ideas. | Student does not respond or responds with words or short phrases **to describe people, places, events and situations in detail, and recount or summarize a story**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to** **describe people, places, events and situations in detail, and recount or summarize a story** using key details and sequential ideas.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to describe people, places, and events, and recount or summarize a story** using key details and sequential ideas.  Response may have occasional errors in words and structure that may obscure meaning. | Student can frequently use both simple and complex sentences **to** **describe people, places, and events, and recount or summarize a story** using key details and sequential ideas.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both simple and complex sentences **to describe people, places, and events, and recount or summarize a story** using key details and sequential ideas.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.5-6.4**  Students can use grade-appropriate language to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic. | Student does not respond or responds with words or short phrases to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses to **provide information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **TOM.S.7-8.1**  Students can use grade-appropriate language with details **to express complete thoughts, ideas, and feelings, provide clarification, or summarize** in both formal and informal situations. | Student does not respond or responds with words or short phrases **to express** **thoughts, ideas, and feelings, provide clarification, or summarize.**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences, with details, **to partially express** **thoughts, ideas, and feelings, provide clarification, or summarize.**  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences, with details, **to express connected** **thoughts, ideas, and feelings, provide clarification, or summarize.**  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences, with details, **to express connected and complete thoughts, ideas, and feelings, provide clarification, or summarize.**  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses, with details, **to express connected** **and complete thoughts, ideas, and feelings, provide clarification, or summarize**.  Response has few or no errors in word choice and structure that obscure meaning. |
| **TOM.S.7-8.2**  Students can use grade-appropriate language **to ask questions and make statements to provide, seek, clarify, summarize or paraphrase** key information about a topic. | Student does not respond or responds with words or short phrases **to** **ask questions and make statements to provide, seek, clarify, summarize or paraphrase** key information about a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to provide, seek, clarify, summarize or paraphrase** key information about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to** **provide, seek, clarify, summarize, or paraphrase** key information about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions and make statements to provide, seek, clarify summarize, or paraphrase** key information about a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses **to ask questions and make statements to** **provide, seek, clarify, summarize, or paraphrase** key information about a topic.  Response has few or no errors in word choice and structure that obscure meaning. |

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| **7-8** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **TOM.S.7-8.3**  Students can use grade-appropriate language **to describe people, places, events and situations in detail, and recount or summarize a story** using key details and sequential ideas. | Student does not respond or responds with words or short phrases **to describe people, places, events and situations in detail and recount or summarize a story**.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to** **provide detailed descriptions about people, places, events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response may have occasional errors in words and structure that may obscure meaning. | Student can frequently use both simple and complex sentences **to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences **to provide detailed descriptions about people, places, events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response has few or no errors in word choice and structure that obscure meaning. |
| **TOM.S.7-8.4**  Students can use grade-appropriate language **to provide, interpret, or evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic. | Student does not respond or responds with words or short phrases **to provide, interpret, or justify information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to provide, interpret, or justify information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences t**o provide, interpret, or justify information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to provide interpret, or justify information, facts, descriptive details or an opinio**n to report on or summarize a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses **to** **provide, interpret, or justify information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response has few or no errors in word choice and structure that obscure meaning. |
| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 1:**  Students can contribute to a grade-level discussion. | **ToM.S.9-12.1**  Students can use grade-appropriate language with details **to express complete** **thoughts, ideas, and feelings, provide clarification, or summarize**, while addressing audience, purpose, and task. | Student does not respond or responds with words or short phrases **to express thoughts, ideas or feelings, provide clarification, or summarize.**  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences, with details, **to express** **thoughts, ideas, and feelings, provide clarification, or summarize** while addressing audience, purpose, and task.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to express connected thoughts, ideas, and feelings, provide clarification, or summarize** while addressing audience, purpose, and task.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences, with details, **to express connected** **and complete** **thoughts, ideas, and feelings, provide clarification, or summarize** while addressing audience, purpose, and task.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses, with details, **to express connected and complete thoughts, ideas, and feelings, provide clarification, or summarize** while addressing audience, purpose, and task.  Response has fewer no errors in word choice and structure that obscure meaning. |
| **ToM.S.9-12.2**  Students can use grade-appropriate language **to ask questions and make statements to provide, seek, clarify, summarize, paraphrase, or reflect on** key information about a topic. | Student does not respond or responds with words or short phrases **to ask questions and make statements to provide, seek, clarify, summarize, paraphrase or reflect on** key information.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to ask questions and make statements to provide, seek, clarify, summarize, paraphrase, or reflect on** key information about a topic.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to ask questions and make statements to** **provide, seek, clarify, summarize, paraphrase, or reflect on** key information about a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to ask questions and make statements to provide, seek, clarify, summarize, paraphrase, or reflect on** key information about a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses, **to ask questions and make statements to** **provide, seek, clarify, summarize, paraphrase, or reflect on** key information about a topic.  Response is few to no errors in word choice and structure that obscure meaning. |

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| **9-12** | **Target of Measurement** | **Entering**  (Formerly Beginning) | **Emerging**  (Formerly Low Intermediate) | **Transitioning**  (Formerly Intermediate) | **Expanding**  (Formerly Advanced) | **Commanding**  (Formerly Proficient) |
| **SPEAKING GENERAL CLAIM 2:** Students can participate in grade-level discussions about texts and topics. | **ToM.S.9-12.3**  Students can use grade-appropriate language **to describe people, places, events and situations in detail, and recount or summarize a story** using key details and sequential ideas. | Student does not respond or responds with words or short phrases **to describe people, places, events and situations in detail, and recount or summarize a story** using key details and sequential ideas.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to provide detailed descriptions about** **people, places, and events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response may have frequent errors in words and structure that obscure meaning. | Student can use simple and occasionally complex sentences **to provide detailed descriptions about people, places, and events, and situations, and recount or summarize a story** key details and sequential ideas.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to provide detailed descriptions about** **people, places, and events, and situations, and recount or summarize a story** using key details and sequential ideas.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences **to provide detailed descriptions about** **people, places, and events, and recount or summarize a story** using key details and sequential ideas.  Response has few or no errors in word choice and structure that obscure meaning. |
| **ToM.S.9-12.4**  Students can use grade-appropriate language **to provide, interpret, or evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic. | Student does not respond or responds with words or short phrases **to provide, interpret, or evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may contain errors that totally obscure meaning. | Student can use phrases and simple sentences **to** **provide, interpret, or** **evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have frequent errors in words and structure. | Student can use simple and occasionally complex sentences **to provide, interpret, or** **evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response may have occasional errors in words and structure that obscure meaning. | Student can frequently use both simple and complex sentences **to** **provide, interpret, or** **evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response rarely contains errors in words and structure that may obscure meaning. | Student can consistently use both complex sentences and fluid responses **to provide, interpret, or** **evaluate information, facts, descriptive details or an opinion** to report on or summarize a topic.  Response has few or no errors in word choice and structure that obscure meaning. |