

## Ninth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</b>
(Synthesis)	<b>9.LVS.1.2 Students can implement organizational methods for informative presentations.</b>
(Application)	<b>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</b>
(Application)	<b>9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.</b>

**Ninth Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Ninth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• synthesize the use of images, text, and sound in media;</li><li>• critique organizational methods for informative presentations;</li><li>• clarify and defend positions with precise and relevant evidence within a formal setting;</li><li>• implement audio/visual aids and technology based on diverse audiences and purposes to support a presentation.</li></ul>
<b>Proficient</b>	<p><b>Ninth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• analyze the use of images, text, and sound in media for accuracy, validity, and influence;</li><li>• implement organizational methods for informative presentations;</li><li>• clarify and defend positions with precise and relevant evidence within an informal setting;</li><li>• support a presentation with audio/visual aids and technology considering audience and purpose.</li></ul>
<b>Basic</b>	<p><b>Ninth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• demonstrate the use of images, text, and sound in media;</li><li>• describe organizational methods for informative presentations;</li><li>• clarify positions with precise and relevant evidence within an informal setting;</li><li>• implement audio/visual aids and technology based on purpose to support a presentation.</li></ul>

## Tenth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Analysis)	<b>10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message.</b>
(Evaluation)	<b>10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.</b>
(Analysis)	<b>10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.</b>
(Application)	<b>10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.</b>
(Synthesis)	<b>10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.</b>
(Evaluation)	<b>10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.</b>
(Application)	<b>10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.</b>
(Synthesis)	<b>10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.</b>

## Tenth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Tenth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate visual and auditory impact on the credibility and reliability of the message;</li> <li>• evaluate the effectiveness of arguments used by speakers and make suggestions for improvement;</li> <li>• analyze and demonstrate how verbal and nonverbal communication can influence the interpretation of the message;</li> <li>• clarify, defend, and debate positions with precise and relevant evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback and demonstrate strategies to adjust delivery in a formal presentation or speech;</li> <li>• evaluate and apply the relationships among purpose, audience, and content in speeches or presentations;</li> <li>• incorporate diverse verbal techniques to enhance formal speeches or presentations;</li> <li>• construct and deliver and self-assess a variety of formal speeches or presentations.</li> </ul>
<b>Proficient</b>	<p><b>Tenth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• analyze visual and auditory impact on the credibility and reliability of the message;</li> <li>• evaluate the effectiveness of arguments used by speakers;</li> <li>• analyze how verbal and nonverbal communication can influence the interpretation of the message;</li> <li>• clarify and defend positions with precise and relevant evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech;</li> <li>• evaluate the relationship among purpose, audience, and content of speeches or presentations;</li> <li>• incorporate verbal techniques in formal speeches or presentations;</li> <li>• construct and deliver a variety of formal speeches or presentations.</li> </ul>
<b>Basic</b>	<p><b>Tenth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• describe visual and auditory impact on the credibility of the message;</li> <li>• identify the arguments used by speakers;</li> <li>• recognize how verbal or nonverbal communication can influence the interpretation of the message;</li> <li>• defend a position with minimal evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback in a formal presentation or speech;</li> <li>• identify purpose, audience, and content of speeches or presentations;</li> <li>• incorporate basic verbal techniques in formal speeches or presentations;</li> <li>• construct and deliver speeches or presentations.</li> </ul>

## Eleventh Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</b>
(Evaluation)	<b>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</b>
(Application)	<b>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</b>

**Eleventh Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Eleventh grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• evaluate and implement strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li><li>• evaluate and implement logical and critical thinking used in communication;</li><li>• evaluate and implement rhetorical devices in oral presentations.</li></ul>
<b>Proficient</b>	<b>Eleventh grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li><li>• evaluate logical and critical thinking used in communication;</li><li>• implement rhetorical devices in oral presentations.</li></ul>
<b>Basic</b>	<b>Eleventh grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li><li>• identify logical and critical thinking used in communication;</li><li>• identify rhetorical devices in oral presentations.</li></ul>

## Twelfth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Evaluation)	<b>12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.</b>
(Evaluation)	<b>12.LVS.1.2 Students can evaluate the interactions between society and media.</b>
(Synthesis)	<b>12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.</b>

**Twelfth Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Twelfth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• evaluate the relationships of diction, tone, and syntax to purpose and context;</li><li>• evaluate the interactions between diverse societies and media;</li><li>• create and narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, or to persuade.</li></ul>
<b>Proficient</b>	<b>Twelfth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• evaluate diction, tone, and syntax used in communication;</li><li>• evaluate the interactions between society and media;</li><li>• narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.</li></ul>
<b>Basic</b>	<b>Twelfth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify diction, tone, and syntax used in communication;</li><li>• describe the interactions between society and media;</li><li>• narrate a multimedia presentation that combines text, images, and sounds to inform.</li></ul>

## Listening, Viewing, & Speaking

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
9.LVS.1.1 (Analysis) Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.	10.LVS.1.1 (Analysis) Students can analyze visual and auditory impact on the credibility and reliability of the message.	11.LVS.1.1 (Evaluation) Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.	12.LVS.1.1 (Evaluation) Students can evaluate diction, tone, and syntax used in communication.
9.LVS.1.2 (Synthesis) Students can implement organizational methods for informative presentations.	10.LVS.1.2 (Evaluation) Students can evaluate the effectiveness of arguments used by speakers.	11.LVS.1.2 (Evaluation) Students can evaluate logical and critical thinking used in communication.	12.LVS.1.2 (Evaluation) Students can evaluate the interactions between society and media.
9.LVS.1.3 (Application) Students can clarify and defend positions with precise and relevant evidence within an informal setting.	10.LVS.1.3 (Analysis) Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.	11.LVS.1.3 (Application) Students can implement rhetorical devices in oral presentations.	12.LVS.1.3 (Synthesis) Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.
9.LVS.1.4 (Application) Students can support a presentation with audio/visual aids and technology considering audience and purpose.	10.LVS.1.4 (Application) Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.		

	10.LVS.1.5 (Synthesis) Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.		
	10.LVS.1.6 (Evaluation) Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.		
	10.LVS.1.7 (Application) Students can incorporate verbal techniques in formal speeches or presentations.		
	10.LVS.1.8 (Synthesis) Students can construct and deliver a variety of formal speeches or presentations.		