

APPENDIX 4.11 Speaking and Listening Performance Checklist, Grade 4

The following checklist provides observable Core Standards-aligned indicators to assess student performance as speakers and listeners. Use it in its entirety to gather performance data over time or choose appropriate indicators to create a customized checklist to match a specific learning experience.

Name: _____ Topic of Study: _____ Time Frame: _____

Performance Indicator	Achieved	Notes
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1]		
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a]		
Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b]		
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c]		
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d]		
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2]		
Identify the reasons and evidence a speaker provides to support particular points. [SL.4.3]		

APPENDIX 4.11 Speaking and Listening Performance Checklist, Grade 4 (continued)

Performance Indicator	Achieved	Notes
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]		
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. [SL.4.5]		
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. [SL.4.6]		