

Using SALT to Assess the Common Core Grades K-12



Below are suggested SALT elicitation protocol, language measures, and reports to document selected English Language Arts Standards in the category of Speaking and Listening State Standards in literacy for grades Kindergarten through 12th grade.

Kindergarten

State Standard - Kindergarten		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.K Comprehension and Collaboration	SL.K.1 Participate in conversations about kindergarten topics; listening to others and taking turns about the topic; continuing through multiple exchanges	<ul style="list-style-type: none"> • Play • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.K.3 Ask and answer questions to seek help, get info, or clarify	<ul style="list-style-type: none"> • Play • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions • Grammatical Categories: question words • Standard Utterance Lists: questions
CCSS.ELA-Literacy.SL.K Presentation of Knowledge and Ideas	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail	<ul style="list-style-type: none"> • Play • Conversation • Narrative SSS 	<ul style="list-style-type: none"> • Standard Measures Report: number different words • Standard Word Lists • Grammatical Categories: adjectives, adverbs • Discourse Summary: questions and prompts • Standard Utterance Lists: responses, in context w/ utterances pre and post
	SL.K.6 Speaks audibly and expresses thoughts, feelings, and ideas clearly	<ul style="list-style-type: none"> • Play • Conversation • Narrative SSS 	<ul style="list-style-type: none"> • Standard Measures Report: % Intelligible utterances, words/minute, % maze words, and abandoned utterances

1st Grade

State Standard – 1 st Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.1 Comprehension and Collaboration	SL.1.1 Participates in conversations about 1st grade topics; listening to others and taking turns about the topic; continuing via multiple exchanges; requests for clarification when needed.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.1.3 Ask and answer questions to gain info or clarify.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions • Grammatical Categories: question words • Standard Utterance Lists: questions
CCSS.ELA-Literacy.SL.1 Presentation of Knowledge and Ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Conversation • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • Standard Measures Report: number different words, % intelligibility, words/minute, % maze words, and abandoned utterances • Verbal Facility Summary • Standard Word Lists • Grammatical Categories: adjectives, adverbs, existentials, intensifiers • Discourse Summary: questions and prompts • Standard Utterance Lists: responses, in context w/ utterances pre and post
	SL.1.6 Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> • Conversation • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • Standard Measures Report; Analysis Set utterances: MLUw, MLUm • Subordination Index

2nd Grade

State Standard – 2 nd Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.2 Comprehension and Collaboration	SL.2.1 Participates in conversations about grade 2 topics; gaining the floor respectfully, with topic-appropriate turn-taking.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.2.1c Ask for clarification and further explanation as needed.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions...
	SL.2.2 Recount or describe key ideas or details from a text read aloud or through other media.	<ul style="list-style-type: none"> • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS • Grammatical Categories: adjectives, adverbs, interjections, intensifiers...
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of topic/issue.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts
CCSS.ELA-Literacy.SL.2 Presentation of Knowledge and Ideas	SL.2.4 Tell a story or recount an experience with appropriate facts, relevant descriptive details, using coherent sentences.	<ul style="list-style-type: none"> • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS • Grammatical Categories: adjectives, adverbs, prepositions... • SI • Standard Measures Report: MLU, NDW, abandoned utterances • Verbal Facility Summary
	SL.2.5 Create audio recordings of stories...or recounting experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS
	SL.2.6 Produce complete sentences when appropriate to task in order to provide requested detail or clarification.	<ul style="list-style-type: none"> • Conversation • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • Standard Measures Report: MLU, abandoned utts. • Subordination Index • Standard Utterance Lists: responses to questions, yes/no responses to questions, responses to intonation prompts • NSS

3rd Grade

State Standard – 3 rd Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.3 Comprehension and Collaboration	SL.3.1 Engage effectively in collaborative discussions (one on one); on grade three topics, building on others' ideas, expressing ideas clearly.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % pause time, % maze words, and abandoned utterances • Verbal Facility Summary • Discourse Summary
	SL.3.1b Follow rules of discourse.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.3.1c Ask questions to check understanding of information presented and stay on topic.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions
	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS
CCSS.ELA-Literacy.SL.3 Presentation of Knowledge and Ideas	SL.3.4 Tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly, at an understandable pace.	<ul style="list-style-type: none"> • Narrative SSS • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS • Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers... • Standard Measures Report: NDW, % Intelligibility, % pause time, % maze words, abandoned utterances, words/minute, omissions, and errors • Verbal Facility Summary • Errors Summary
	SL.3.6 Speak in complete sentences when appropriate to task/situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> • Conversation • Narrative NSS • Narrative Story Retell 	<ul style="list-style-type: none"> • Standard Measures Report: abandoned utterances • Subordination Index • Standard Utterance Lists: responses to questions, yes/no responses to questions, responses to intonation prompts

4th Grade

State Standard – 4 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.4 Comprehension and Collaboration	SL.4.1 Engage effectively in collaborative discussions (one on one); on grade four topics, building on others' ideas, expressing ideas clearly.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % pause time, % maze words, and abandoned utterances • Verbal Facility Summary • Discourse Summary
	SL.4.1b Follow rules of discourse.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.4.1c Pose and respond to questions to clarify or follow-up on information, and make comments that contribute to the discussion, link to the remarks of others.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> • Narrative Story Retell 	<ul style="list-style-type: none"> • NSS
CCSS.ELA-Literacy.SL.4 Presentation of Knowledge and Ideas	SL.4.4 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.	<ul style="list-style-type: none"> • Narrative SSS • Narrative Story Retell • Exposition 	<ul style="list-style-type: none"> • NSS • ESS • Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers... • Standard Measures Report: NDW, % Intelligibility, % pause time, % maze words, abandoned utterances, words/minute, pauses, omissions, and errors • Verbal Facility Summary: pause summary • Errors Summary

5th Grade

State Standard – 5 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.5 Comprehension and Collaboration	SL.5.1 Engage effectively in collaborative discussions (one on one, and teacher-led); on grade five topics, building on others' ideas, expressing ideas clearly.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, mazes and abandoned utterances • Discourse Summary • Verbal Facility Summary
	SL.5.1b Follow rules of discussions/discourse.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.5.1c Pose and respond to questions, make comments that contribute to the discussion, elaborate on the remarks of others.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)
CCSS.ELA-Literacy.SL.5 Presentation of Knowledge and Ideas	SL.5.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes. Speak clearly at an understandable pace.	<ul style="list-style-type: none"> • Persuasion • Narrative SSS (from text previously read or heard) • Narrative Story Retell • Exposition 	<ul style="list-style-type: none"> • PSS • NSS • ESS • Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers... • NSS • Standard Measures Report: NDW, % Intelligibility, words/minute, % pause time, % maze words, abandoned utterances, omissions and errors • Verbal Facility Summary • Errors Summary

6th Grade

State Standard – 6 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.6 Comprehension and Collaboration	S.L.6.1 Engage effectively in a range of collaborative discussions (one-on-one, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % maze words, and abandoned utterances • Discourse Summary • Verbal Facility Summary
	S.L.6.1b Follow rules for collegial discussions (pragmatics/discourse).	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	S.L.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)
CCSS.ELA-Literacy.SL.6 Presentation of Knowledge and Ideas	S.L.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS • Standard Measures Report: % intelligibility
	S.L.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Compare Conversation to Narrative Story Retell or Exposition 	<ul style="list-style-type: none"> • Clinical Impressions • SI • NSS/ESS

7th Grade

State Standard – 7 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.7 Comprehension and Collaboration	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> Conversation 	<ul style="list-style-type: none"> Standard Measures Report: % intelligibility, % maze words, and abandoned utterances Discourse Summary Verbal Facility Summary
	SL.7.1b Follow rules for collegial discussions.	<ul style="list-style-type: none"> Conversation 	<ul style="list-style-type: none"> Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<ul style="list-style-type: none"> Conversation Persuasion 	<ul style="list-style-type: none"> Discourse Summary Grammatical Categories: question words Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)
	SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.	<ul style="list-style-type: none"> Persuasion 	<ul style="list-style-type: none"> PSS
CCSS.ELA-Literacy.SL.7 Presentation of Knowledge and Ideas	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> Persuasion 	<ul style="list-style-type: none"> PSS Standard Measures Report: % intelligibility, % maze words, abandoned utterances
	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Compare Conversation to Narrative SSS or Exposition 	<ul style="list-style-type: none"> Clinical Impressions SI ESS

8th Grade

State Standard – 8 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.8 Comprehension and Collaboration	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % maze words, and abandoned utterances • Discourse Summary • Verbal Facility Summary
	SL.8.1b Follow rules for collegial discussions.	<ul style="list-style-type: none"> • Conversation 	<ul style="list-style-type: none"> • Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker
	SL.8.1c Pose questions connect the ideas of other speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Discourse Summary • Grammatical Categories: question words • Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post) • PSS
	SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS
CCSS.ELA-Literacy.SL.8 Presentation of Knowledge and Ideas	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS • Standard Measures Report: % intelligibility, % maze words, abandoned utterances • Verbal Facility Summary
	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Compare Conversation to Exposition 	<ul style="list-style-type: none"> • Clinical Impressions • SI • ESS

9th and 10th Grade

State Standard – 9 th and 10 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.9-10 Comprehension and Collaboration	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % maze words, and abandoned utterances • Discourse Summary • Verbal Facility Summary • PSS
	SL.9-10.1c Propel 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.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Discourse Summary • PSS
	SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS
CCSS.ELA-Literacy.SL.9-10 Presentation of Knowledge and Ideas	9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> • Exposition • Persuasion 	<ul style="list-style-type: none"> • ESS • PSS • Standard Measures Report: % intelligibility, % maze words, abandoned utterances, omissions, and errors • Verbal Facility Summary • Errors Summary
	9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Compare Conversation to Exposition or Persuasion 	<ul style="list-style-type: none"> • Clinical Impressions • SI • ESS • PSS

11th and 12th Grade

State Standard – 11 th and 12 th Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.11-12 Comprehension and Collaboration	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Conversation • Persuasion 	<ul style="list-style-type: none"> • Standard Measures Report: % intelligibility, % maze words, and abandoned utterances • Discourse Summary • Verbal Facility Summary • PSS
	11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS (planning sheet)
	11-12.1d Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS (planning sheet)
CCSS.ELA-Literacy.SL.11-12 Presentation of Knowledge and Ideas	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<ul style="list-style-type: none"> • Persuasion 	<ul style="list-style-type: none"> • PSS (planning sheet)
	SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Compare Conversation to Persuasion 	<ul style="list-style-type: none"> • Clinical Impressions • SI • PSS

References:

Common Core State Standards Initiative (2015). English Language Arts Standards. Retrieved from <http://www.corestandards.org/ELA-Literacy/>.