

# 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 12<sup>th</sup> grade.

## Kindergarten

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

1<sup>st</sup> Grade

State Standard – 1 <sup>st</sup> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	SL.1.3 Ask and answer questions to gain info or clarify.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions</li> </ul>
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"> <li>• Conversation</li> <li>• Narrative SSS</li> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: number different words, % intelligibility, words/minute, % maze words, and abandoned utterances</li> <li>• Verbal Facility Summary</li> <li>• Standard Word Lists</li> <li>• Grammatical Categories: adjectives, adverbs, existentials, intensifiers</li> <li>• Discourse Summary: questions and prompts</li> <li>• Standard Utterance Lists: responses, in context w/ utterances pre and post</li> </ul>
	SL.1.6 Produce complete sentences when appropriate to task and situation.	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Narrative SSS</li> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report; Analysis Set utterances: MLUw, MLUm</li> <li>• Standard Measures Report: % Abandoned utterances</li> <li>• Subordination Index</li> </ul>

2<sup>nd</sup> Grade

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

3<sup>rd</sup> Grade

State Standard – 3 <sup>rd</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
<b>CCSS.ELA-Literacy.SL.3</b> Comprehension and Collaboration	<b>SL.3.1</b> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % pause time, % maze words, and abandoned utterances</li> <li>• Verbal Facility Summary</li> <li>• Discourse Summary</li> </ul>
	<b>SL.3.1b</b> Follow rules of discourse.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	<b>SL.3.1c</b> Ask questions to check understanding of information presented and stay on topic.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions</li> </ul>
	<b>SL.3.2</b> 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"> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• NSS</li> </ul>
<b>CCSS.ELA-Literacy.SL.3</b> Presentation of Knowledge and Ideas	<b>SL.3.4</b> 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"> <li>• Narrative SSS</li> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• NSS</li> <li>• Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers...</li> <li>• Standard Measures Report: NDW, % Intelligibility, % pause time, % maze words, abandoned utterances, words/minute, omissions, and errors</li> <li>• Verbal Facility Summary</li> <li>• Errors Summary</li> </ul>
	<b>SL.3.6</b> Speak in complete sentences when appropriate to task/situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Narrative NSS</li> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: abandoned utterances</li> <li>• Subordination Index</li> <li>• Standard Utterance Lists: responses to questions, yes/no responses to questions, responses to intonation prompts</li> </ul>

4<sup>th</sup> Grade

State Standard – 4 <sup>th</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
<b>CCSS.ELA-Literacy.SL.4</b> Comprehension and Collaboration	<b>SL.4.1</b> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % pause time, % maze words, and abandoned utterances</li> <li>• Verbal Facility Summary</li> <li>• Discourse Summary</li> </ul>
	<b>SL.4.1b</b> Follow rules of discourse.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	<b>SL.4.1c</b> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)</li> </ul>
	<b>SL.4.2</b> 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"> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• NSS</li> </ul>
<b>CCSS.ELA-Literacy.SL.4</b> Presentation of Knowledge and Ideas	<b>SL.4.4</b> 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"> <li>• Narrative Story Retell</li> <li>• Exposition</li> </ul>	<ul style="list-style-type: none"> <li>• NSS</li> <li>• ESS</li> <li>• Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers...</li> <li>• Standard Measures Report: NDW, % Intelligibility, % pause time, % maze words, abandoned utterances, words/minute, pauses, omissions, and errors</li> <li>• Verbal Facility Summary: pause summary</li> <li>• Errors Summary</li> </ul>

5<sup>th</sup> Grade

State Standard – 5 <sup>th</sup> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, mazes, and abandoned utterances</li> <li>• Discourse Summary</li> <li>• Verbal Facility Summary</li> </ul>
	SL.5.1b Follow rules of discussions/discourse.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	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"> <li>• Conversation</li> <li>• Narrative Story Retell (Comprehension Questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)</li> <li>• Story Retell Comprehension Questions</li> </ul>
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"> <li>• Exposition</li> <li>• Persuasion</li> <li>• Narrative SSS (from text previously read or heard)</li> <li>• Narrative Story Retell</li> </ul>	<ul style="list-style-type: none"> <li>• ESS</li> <li>• PSS</li> <li>• NSS</li> <li>• Grammatical Categories: adverbs, adjectives, prepositions, existentials, intensifiers...</li> <li>• Standard Measures Report: NDW, % Intelligibility, words/minute, % pause time, % maze words, abandoned utterances, omissions and errors</li> <li>• Verbal Facility Summary</li> <li>• Errors Summary</li> </ul>

6<sup>th</sup> Grade

State Standard – 6 <sup>th</sup> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % maze words, and abandoned utterances</li> <li>• Discourse Summary</li> <li>• Verbal Facility Summary</li> </ul>
	S.L.6.1b Follow rules for collegial discussions (pragmatics/discourse).	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	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"> <li>• Conversation</li> <li>• Narrative Story Retell (Comprehension Questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)</li> <li>• Story Retell Comprehension Questions</li> </ul>
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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS</li> <li>• Standard Measures Report: % intelligibility</li> </ul>
	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"> <li>• Compare Conversation to Narrative Story Retell, Exposition, Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Impressions</li> <li>• SI</li> <li>• NSS/ESS/PSS</li> <li>• Errors Summary</li> <li>• % Utterances with Non-maintstream Forms</li> <li>• % Utterances with Code-Switch Codes</li> </ul>

7<sup>th</sup> Grade

State Standard – 7 <sup>th</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
CCSS.ELA-Literacy.SL.7 Comprehension and Collaboration	<b>SL.7.1</b> 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"> <li>Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Standard Measures Report: % intelligibility, % maze words, and abandoned utterances</li> <li>Discourse Summary</li> <li>Verbal Facility Summary</li> </ul>
	<b>SL.7.1b</b> Follow rules for collegial discussions.	<ul style="list-style-type: none"> <li>Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	<b>SL.7.1c</b> 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"> <li>Conversation</li> <li>Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Discourse Summary</li> <li>Grammatical Categories: question words</li> <li>Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)</li> </ul>
	<b>SL.7.1d</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	<ul style="list-style-type: none"> <li>Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>PSS</li> </ul>
CCSS.ELA-Literacy.SL.7 Presentation of Knowledge and Ideas	<b>SL.7.4</b> 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"> <li>Exposition</li> <li>Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>ESS</li> <li>PSS</li> <li>Standard Measures Report: % intelligibility, % maze words, abandoned utterances</li> <li>Verbal Facility Summary</li> </ul>
	<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Compare Conversation to Narrative SSS, Exposition, or Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Clinical Impressions</li> <li>SI</li> <li>NSS/ESS/PSS</li> <li>Errors Summary</li> <li>% Utterances with Non-maintstream Forms</li> <li>% Utterances with Code-Switch Codes</li> </ul>



8<sup>th</sup> Grade

State Standard – 8 <sup>th</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
<b>CCSS.ELA-Literacy.SL.8</b> Comprehension and Collaboration	<b>SL.8.1</b> 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"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % maze words, and abandoned utterances</li> <li>• Discourse Summary</li> <li>• Verbal Facility Summary</li> </ul>
	<b>SL.8.1b</b> Follow rules for collegial discussions.	<ul style="list-style-type: none"> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary: % response to questions, mean turn length, utterances with overlaps, interrupted other speaker</li> </ul>
	<b>SL.8.1c</b> 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"> <li>• Conversation</li> <li>• Fables</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• Grammatical Categories: question words</li> <li>• Standard Utterance Lists: questions, responses to questions, yes/no responses to questions, responses to intonation prompts (with context pre/post)</li> <li>• PSS</li> </ul>
	<b>SL.8.1d</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS</li> </ul>
<b>CCSS.ELA-Literacy.SL.8</b> Presentation of Knowledge and Ideas	<b>SL.8.4</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS</li> <li>• Standard Measures Report: % intelligibility, % maze words, abandoned utterances</li> <li>• Verbal Facility Summary</li> </ul>
	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Compare Conversation to Fables, Exposition, or Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Impressions</li> <li>• SI</li> <li>• ESS/PSS</li> <li>• Errors Summary</li> <li>• % Utterances with Non-maintstream Forms</li> <li>• % Utterances with Code-Switch Codes</li> </ul>

9<sup>th</sup> and 10<sup>th</sup> Grade

State Standard – 9 <sup>th</sup> and 10 <sup>th</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
<b>CCSS.ELA-Literacy.SL.9-10</b> Comprehension and Collaboration	<b>SL.9-10.1</b> 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"> <li>• Conversation</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % maze words, and abandoned utterances</li> <li>• Discourse Summary</li> <li>• Verbal Facility Summary</li> <li>• PSS</li> </ul>
	<b>SL.9-10.1c</b> 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"> <li>• Conversation</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Discourse Summary</li> <li>• PSS</li> </ul>
	<b>SL.9-10.1d</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS</li> </ul>
<b>CCSS.ELA-Literacy.SL.9-10</b> Presentation of Knowledge and Ideas	<b>9-10.4</b> 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"> <li>• Exposition</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• ESS</li> <li>• PSS</li> <li>• Standard Measures Report: % intelligibility, % maze words, abandoned utterances, omissions, and errors</li> <li>• Verbal Facility Summary</li> <li>• Errors Summary</li> </ul>
	<b>9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Compare Conversation to Exposition or Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Impressions</li> <li>• SI</li> <li>• ESS/PSS</li> <li>• Errors Summary</li> <li>• % Utterances with Non-maintstream Forms</li> <li>• % Utterances with Code-Switch Codes</li> </ul>

11<sup>th</sup> and 12<sup>th</sup> Grade

State Standard – 11 <sup>th</sup> and 12 <sup>th</sup> Grade		Elicitation Protocol	SALT Measures/Reports to Document Standard
<b>CCSS.ELA-Literacy.SL.11-12</b> Comprehension and Collaboration	<b>SL.11-12.1</b> 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"> <li>• Conversation</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Standard Measures Report: % intelligibility, % maze words, and abandoned utterances</li> <li>• Discourse Summary</li> <li>• Verbal Facility Summary</li> <li>• PSS</li> </ul>
	<b>11-12.1c</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS (planning sheet)</li> </ul>
	<b>11-12.1d</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS (planning sheet)</li> </ul>
<b>CCSS.ELA-Literacy.SL.11-12</b> Presentation of Knowledge and Ideas	<b>SL.11-12.4</b> 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"> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• PSS (planning sheet)</li> </ul>
	<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>• Compare Conversation to Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Impressions</li> <li>• SI</li> <li>• PSS</li> <li>• Errors Summary</li> <li>• Verbal Facility Summary</li> <li>• % Utterances with Non-maintstream Forms</li> <li>• % Utterances with Code-Switch Codes</li> </ul>

## References:

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