

### 8.9 Speaks, writes, and listens at a professional level.

Basic	Developing	Proficient	Advanced
Makes frequent errors in formal English when speaking in class; appears unaware of non-standard usage	Makes infrequent, but consistent errors in formal English when speaking in class; able to correct self when prompted	Consistently uses formal English in speaking in class; self-corrects any non-standard usage without prompting	Always uses formal English in speaking in class
Makes frequent errors in formal English when speaking to students/teacher in K-12 settings; appears unaware of non-standard usage	Makes infrequent, but consistent errors in formal English when speaking to students/teachers in K-12 settings; able to correct self when prompted	Consistently uses formal English in speaking in K-12 settings; self-corrects any non-standard usage without prompting	Always uses formal English in speaking in K-12 settings
Frequently engages in mannerisms while speaking which interfere with attention to message	Infrequently engages in mannerisms while speaking which interfere with attention to message; able to correct self when prompted	Consistently speaks without interfering mannerisms; able to correct self when prompted	Always speaks without interfering mannerisms
Frequently uses slang in formal presentations	Infrequently uses slang in formal presentations	Rarely uses slang in formal presentations; uses precise words with precise meanings in explanations to students	Always uses descriptive, precise word usage in explanations and presentations to K-12 students
Frequently speaks too quietly or quickly; often difficult to understand	Sometimes speaks too quietly or quickly; often difficult to understand	Consistently speaks clearly; easy to understand	Always speaks clearly; easy to understand
Makes frequent linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing	Makes infrequent linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing; able to correct with feedback	Rarely makes linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing	Consistently makes no linguistic errors (syntactic, semantic) and/or conventional errors (spelling, capitalization, punctuation) in writing
Makes frequent logic and or organizational errors in writing	Makes infrequent logic and/or organizational errors in writing; able to correct with feedback	Seldom makes logic and or organizational errors in writing	Rarely makes logic and or organizational errors in writing
Usually fails to edit writing Frequently writing fails to communicate meaning to reader	Sometimes fails to edit writing Seldom writing fails to communicate meaning to reader	Consistently edits writing Writing always communicates meaning to reader	Always edits writing Frequently writing fails to communicate meaning to reader
Often does not appear to be actively listening to others; may not be able to contribute to conversation because of failure to listen; frequently speaks while others are speaking Frequently monopolizes discussions and conversations, not allowing participation of others	Usually appears to be actively listening to others; respects others who are speaking by actively listening Usually participates collaboratively in discussions and conversations, listening and contributing equally with others	Consistently appears to be actively listening to others; respects others who are speaking by actively listening Consistently participates collaboratively in discussions and conversations, listening and contributing equally with others	Consistently respects others who are speaking by actively listening; frequently dialogues with other students and/or colleagues, not just teacher Provides leadership in discussions by encouraging equal participation of others through prompting, questioning, and feedback

**Operationalization/Criteria:**

**Guidelines for Admission to Education:**

*See Standard 2.11*

**Guidelines for Admission to Student Teaching:**

*See Standard 2.11*

**Guidelines for Program Completion/Student Teaching:**

*See Standard 2.11*