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## BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES:

## ORAL COMMUNICATION

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**June 1998**

Oral communication skills—speaking and listening—are hard to assess well. For one thing, our notion of what it means to be skillful is changing. Traditionally, the assessment of oral communication has stressed structure (organization), content, language appropriateness, and delivery. More frequently these days we want to assess "communication competence"—the ability to accomplish various purposes through oral communication. Speaking and listening occur in many settings for many purposes. So, it's not only hard to know how to sample performance adequately in order to determine proficiency, it's hard to collect information. After all, performances don't result in written products that can be taken away and assessed later. If that's not enough, adequate oral communication—common understanding of an oral message between speakers and listeners—is interactive; it's hard to assess the quality of a speaker, for example, out of the context of the listeners. For all these reasons, the assessment of oral communication skills has lagged behind that of other skill areas such as reading and math.

This bibliography provides information on some of the assessments currently available to assess communication competence. Presence on the list doesn't necessarily imply endorsement. While we have only included items that have features of interest, no procedure is perfect. Rather, we humbly present these entries to provide ideas to users.

In addition to actual assessment instruments, we have also included related articles. For example, several articles discuss the oral communication skills we should assess (and teach), while others provide interesting research results on oral communication.

Every entry on the bibliography is available from the Assessment Resources Library on a lending basis. Call numbers are provided at the end of each entry. Loans are free to those within Northwest Regional Educational Laboratory's (NWREL) service region: Alaska, Oregon, Idaho, Washington, and Montana. Others are charged a modest handling fee. Ours is a lending library—an examination service. Users who would like to use an instrument with students must contact authors or publishers for permission or purchase.

**Alberta Education. *Oral Communication Evaluation—English 30/33, Activities and Scoring Guides*, 1990. Available from: Learning Resources Distributing Centre, 12360 - 142 St., Edmonton, Alberta, T5L 4X9, (403) 427-2767.**

Alberta Education assesses oral communication competence at the high school level with a number of performance-based tasks such as voice interpretation or a poem, small group discussion, prepared speech, and seminar. Each task type has a generalized rubric. For example, for the small group discussion (3-4 students) students read a story (or other prose work or poem) assigned as homework, and have several questions to discuss. The discussion takes one 60-80 minute period. One task on the 1991 assessment was to read "The Glass Roses" and discuss the following (among other things): "Decide what mood is developed by each description below and suggest reasons why these moods are effective in the context of the action in which they appear." Students are assessed on three traits (interaction, comprehension strategies, and vocabulary/language use) on a scale of 1-5. This is a good one. No technical information nor sample student responses are included.

**(AL# 400.3ALBORC2)**

**Allen, Jerry L., Joan O'Mara, Kathleen M. Long. *Communication Competence, Anxiety, Avoidance Behaviors, and the Classroom Experiences of Non-native English Speakers in the U.S.*, 1986. Available from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304, (800) 227-3742. <http://edrs.com> ED# 279 032.**

Research has suggested that twenty-seven percent of the U.S. population has such a high degree of communication anxiety that they will avoid it even when penalized. The authors of this study look at non-native speakers and prior levels of communication anxiety in their native language as it relates to anxiety in another language. Results of this study suggest there is a relationship between prior anxiety and communication reticence in a nonnative language. Because individuals who are apprehensive about communication may be perceived as less attractive, motivated, or interested, this study indicates a need to consider how communication anxiety might affect one's perceptions of students, both native and non-native. For any teacher working with diverse student populations, this may be a useful background piece to review before attempting to assess communication competencies of apprehensive students.

**(AL# 400.6COMCOA)**

**Arter, Judith A. *Assessing Communication Competence in Speaking and Listening—A Consumer's Guide—Excerpts Relevant as of June 1998*. Available from: Assessment Resource Library, Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9582, fax: (503) 275-0450, e-mail: arl@nwrel.org**

This 1989 publication, revised in 1998, provides a review of: background issues related to communication assessment; instruments that measure some aspect of communication competency; considerations for choosing assessment of instruments; and a list of additional resources including print materials and professional organizations. Although many of the assessments cited are obviously out-of-date, the considerations for choosing assessments are still relevant.

**(AL# 400.6ASSCOMC)**

**Backlund, Philip, Sherry Morreale, Ray Fenton, et al. *Guidelines for Assessing Communication in Primary and Secondary Education—Assessing the National Communication Association's Speaking, Listening, and Media Literacy Standards for K Through 12 Education, 1997*. DRAFT. Available from: National Communication Association, 5105 Backlick Rd., Bldg. F, Annandale, VA 22003, (703) 750-0533, fax: (703) 914-9471, Internet: <http://www.natcom.org>**

The authors of this document discuss the relationship of standards to curriculum and assessment; the differences between oral communication assessment and other types of language arts assessments; the need for oral communication assessment guidelines for assessing oral communication, including a review of different assessment approaches; concerns and considerations for oral communication assessment; and general guidelines regarding assessment procedures and instruments. The document includes some gems like the National Communication Association's content standards for oral communication complete with appropriate types of assessment procedure(s) for each standard. The guidelines presented in this paper may be particularly useful for individuals working directly with curriculum and assessment development.

**(AL# 400.5GUIASC)**

**Bennett, Dorothy. *Assessment & Technology Videotape, 1993*. Available from: The Center for Technology in Education, EDC, 96 Morton St., New York, NY 10014, (212) 807-4200.**

This document consists of a video and handbook that focus on the assessment of thinking skills, communication skills and interpersonal skills. The first part of the video describes an alternative assessment system that uses students' personal journals, group logs, projects, and presentations. The group projects and related presentations are the major part of the assessment. The project used as an example requires applying physics to the design of motorized vehicles. Presentations are videotaped and scored by a

panel of experts and other students. The second part of the video contains four examples of students' presentations (car wash, tank, garbage truck, oscillating fan) which can be used to practice scoring using the criteria in the handbook. Performances are scored using generalized criteria for thinking skills, communication/presentation skills, and work management/interpersonal skills, by looking at the relative numbers of positive and negative instances of each behavior. Brief descriptions of the criteria are contained in the handbook; they are a little skimpy. Feedback by those attempting to use the criteria is requested.

**(AL# 600.3ASSTEVh and 600.3ASSTEVv)**

**Bohlken, Bob.** *Assessing Speaking/Listening Competencies Through Experiential Activities*, April 1991. Available from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304, (800) 227-3742. <http://edrs.com> ED# 335 715.

The author suggests there are several things which need to be taken into consideration when conducting assessments of speaking and listening. These include: definition of speaking and listening purpose for the assessment, establishment of what will be measured, and the identification of assessment methods. The author presents three different "authentic" performance assessments. This article is primarily geared for the postsecondary educator. However, the author's suggestions for assessing speaking and listening may be of interest to others.

**(AL# 400.6ASSSPL)**

**Calkins, Annie.** *Language Arts Portfolio Handbooks—Primary Grades (Third Edition, 1993) and Intermediate Grades 3-5 (1995)*. Available from: Curriculum Dept., Juneau Borough Schools, 10014 Crazy Horse Dr., Juneau, AK 99801, (907) 463-1967, fax (907) 463-1712.

The documents include:

- An introduction, including rationale and portfolio definition
- A description of portfolio content—student self-reflection, student and teacher selected samples of work and other performances (e.g., oral reading), teacher assessments using developmental continua to track student progress, and attitude surveys. Teachers are encouraged to also include anecdotal observations, oral language cassettes, developmental spelling lists, reading logs, and drawings/illustrations.
- Samples of all continuums, checklists, and rating forms—all rating scales emphasize analyzing the developmental stage of the student as a way of noting progress

- A survey of parental attitudes toward the portfolio project
- A letter to parents explaining the portfolio system
- A complete set of instructions for administering structured writing assessments
- A set of letters from first and second graders, describing what they learned in a year in school

(AL# 400.3JUNINL4) (primary)

(AL# 400.3LANARI) (intermediate)

**Camas School District #117. *Primary Grades (K, 1, 2) Language Arts Handbook, Intermediate Grades (3, 4, 5) Language Arts Handbook, and Middle School Grades (6, 7, 8) Language Arts Handbook*, revised October 1996. Available from: Camas School District No. 117, 2041 NE Ione, Camas, WA 98607, (360) 817-4400, fax (360) 817-4401.**

This set of three pamphlets includes:

- Statements of the competencies to be attained at each grade level (based on the Washington State Essential Academic Learning Requirements)
- Sample rubrics for tracking progress on these skills
- Guidelines for assembling a portfolio showing student progress in reading and writing
- Suggested instructional materials

(AL# 400.3CAMSCD)

**Christ, William G., Ed. *Assessing Communication Education: A Handbook for Media, Speech, and Theatre Educators*, 1994. Available from: Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642.**

Starting with a broad philosophical perspective, this book examines assessment issues related to postsecondary communication education. The first portion of the book considers foundational information related to assessment. The second portion deals with various assessment strategies for different communication programs which include insights into developing effective course evaluations, evaluating portfolios, and using exit interviews as part of program or course assessments. The final section of this book looks at assessment ideas for public speaking, small group communication, interpersonal communication, etc. Some articles present assessment instruments while others provide lists and reviews of instruments available from others. Though this

book does offer valuable insights for professional communication educators on a number of assessment issues, it does not offer much in the way of implementable assessment tools for usual classroom use.

**(AL# 400.6ASSCOE)**

**Daniel, Arlie V., Ed. *Activities Integrating Oral Communication Skills for Students Grades K-8*, 1992. Available from: National Communication Association (formerly Speech Communication Association), 5105 Backlick Rd., Building F, Annandale, VA 22003, (703) 750-0533, fax: (703) 914-9471. Internet: <http://www.natcom.org>**

This workbook is a compilation of age-appropriate, skill-building communication activities for classroom use. Each activity provides an outline (1-3 pages) covering grade level, subject or content area, targeted communication competency (cross-referenced to the Speech Communication Association's content standards), necessary preparation and background, step-by-step activity instructions, and suggestions on how to assess the communication behavior. The activities in this workbook are organized by particular communication skills such as: verbal and nonverbal skills, functional behaviors, and receptive or evaluative (listening) skills. These activities were submitted by a number of different educators from several different schools. While the tasks are good, the assessment components tend to be weak, e.g., no rubrics are included. Assessment statements tend to be things like: "students may be evaluated on the accuracy of the factual knowledge they present, their imagination, creative uses of language, and the nonverbal aspects which enhanced their language use."

**(AL# 400.6ACTINO)**

**Fenton, Ray, and Neil O'Leary. *Assessment Issues: Speech Communication Association. Speaking, Listening, and Media Literacy Standards*, 1996. ED# 401 591. Available from: Author, Assessment, Anchorage School District, 4600 DeBarr Rd., Anchorage, AK 99514, (907) 269-2211**

Prepared for Speech Communication Association, Committee on Assessment and Testing, Speech Communication Association, Annual Convention, San Diego, California, November 1996. This document offers some concise definitions of speaking, listening, and media literacy; provides support for the need to develop skills in these areas; and lists 23 content standards intended to establish an organizational framework for communication content. Classroom teachers and others interested in the development of communication competency may find this document of interest.

**(AL# 400.5SPELIM)**

**Fort Hays Educational Development Center. *State Assessment—Social Studies, March 15, 1995; and Preparing for the 1995 Kansas State Social Studies Assessment, 1995.* Available from: Fort Hays Educational Development Center, 305 Picken Hall, Hays, KS 67601, (913) 628-4382, fax (913) 628-4084.**

The 1995 Kansas state social studies assessment for grades 5, 8, and 11 has multiple choice, multiple mark, and performance-based tasks. The performance-based component consists of classroom embedded, teacher-directed projects that embed the themes of leadership, conflict resolution, societal/cultural diversity, and public health and the environment. Both small group and individual work is required. Essay topics, content domains, and the relationship between group and individual work is specified. The instructional unit into which all this is embedded is up to the teacher.

Student essays are scored on a 5-point scale for: planning (3 scores), information processing (3 scores), and an overall score. Group collaboration is assessed by the teacher during the course of the project (10 scores for such things as "group members show respect for each other." The group project part of the task is also scored (5 scores).

This document includes an overview of the social studies assessment, explicit instructions for the projects (including a sample instruction unit), scoring rubrics, and Kansas state social studies curriculum standards. No student work or technical information is included.

**(AL# 700.3STAASS)**

**Goulden, Nancy Rost. *Progress in K-12 Communication Assessment Programs at the State Level, November 1995.* Available from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304, (800) 227-3742. <http://edrs.com> ED #391 199.**

This document describes the development history of speaking and listening assessments in the state of Kansas for grades 4-12 and includes procedures and rubrics in an appendix. Students are assessed in two contexts: individual oral presentations and small group discussion. Individual oral presentations are developed from the group experience. The group discussion rubric has four traits: (1) listens actively, (2) participates effectively, (3) demonstrates awareness of and sensitivity to conversational partners, and (4) demonstrates awareness of and concern for accomplishing group goals and tasks. The oral presentations rubric has five traits: (1) uses appropriate language, (2) demonstrates an appropriate presentational/delivery style, (3) develops effective content, (4) demonstrates adaptation to the specific audience, and (5) (optional) develops a spontaneous and effective response to one or more questions after the report. The rubrics include lots of specific detail. No technical information or samples of student performances are included although the paper refers to videotapes of students.

(AL# 450.3PROKCO)

**Hedberg, Natalie L., and Carole E. Westby. *Analyzing Storytelling Skills—Theory to Practice*, 1993. Available from: Communication Skill Builders, The Psychological Corporation, PO Box 42050, Tucson, AZ 85733, (800) 866-4446.**

This book describes the use of storytelling (narratives) to assess students' language proficiency—center and chain ideas, knowledge of the structure of stories, use of languages to link ideas, etc. Written for practicing speech-language pathologists, the manual provides: (1) an explanation of narrative discourse and its relationship to literacy, (2) suggestions for collecting stories, (3) procedures for assessing narratives, and (4) some cautions regarding interpretation and story evaluation. As this manual is written specifically for specialists in speech-language pathology, it may be too technical for general classroom use.

(AL# 450.6ANASTS)

**Hugenberg, Lawrence W., and Donald D. Yoder. *Communication Competence: A Reaction to the "Competent Speaker Speech Evaluation Form,"* April 1994. Available from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304, (800) 227-3742. <http://edrs.com> ED# 372 432.**

The author maintains that, because communication is so dependent on context, what we need to assess in any situation is whether the people involved develop mutual agreement on the meaning of their communication. Many times our current assessments focus on what a speaker or listener does in isolation. This paper spins out this position and the implications it has for assessment. One specific oral presentation is critiqued. The author does not actually provide an assessment based on his ideas.

(AL# 400.5COMCOR)

**Hutchinson, Carolyn, Alastair Pollitt, and Lillian Munro. *The English Language Skills Profile, User's Guide—Assessing Communicative Competence in the English Classroom*, 1987. Available from: Macmillan Education Ltd., Houndmills, Basingstoke, RG21 6XS, UK, +44 (0) 1256 329242, fax: +44 (0) 1256 814642.**

*The English Language Skills Profile (TELS)* seeks to assess both the receptive (reading, listening) and productive (writing, speaking) communication skills of grades 8-10 students (ages 14-16). In the listening test, students listen to three excerpts (story, a student discussing her experiences, and information/persuasion) and answer multiple choice and short answer questions.

There are two speaking/group process assessments. In the "Group Discussion," students are presented with an unusual situation and asked to devise a plan of action.

Their discussion is taped and students themselves note the contributions of each person, comment by comment, using a categorization scheme of 14 categories that includes such things as: introduces a new idea, extends what someone else has said, seeks clarification, disagrees without reasons, and talks over someone else. The second speaking assessment is the "Paired Interview" in which pairs of students discuss a community project (provided as part of the tasks). The teacher scores students' ability to describe, explain, analyze, evaluate, seek further information crossed with appropriateness to listener, coherent fluency, interactive skills, and amount of support. There is some technical information to support reliability and validity. I rather like this one.

**(AL# 400.3ENGLAS)**

**Johnson, Bil. *The Performance Assessment Handbook—Volume 1-Portfolios and Socratic Seminars*, 1996. Available from: Eye on Education, PO Box 3113, Princeton, NJ 08543, (609) 395-0005, fax (609) 395-1180.**

This is a nicely written and well thought-out book based on the premises that:

- Assessment, to be powerful, should be used as a tool for learning and not just a tool for gathering numbers or grading.
- If teachers are not the central players in assessment reform, there is no chance that the movement will impact student achievement.

The book provides a sound overview of considerations in planning and using portfolios and socratic seminars, provides lots of works in progress from around the country, and has a good discussion of criteria and rubrics. It also begins with an examination of five assumptions that frequently get in the way of change. Specific

examples are included; technical information is not. It is intended for secondary teachers.

**(AL# 150.6PERASH1)**

**Kansas Speech Communication Association Task Force on Speaking and Listening Assessment 1993-1994. *Speaking and Listening Assessment Guidelines, 1994.* Copyright by: Kansas Speech Communication Association.**

This publication outlines criteria (modified from the National Communication Association) for speaking and listening assessment in grades 4-12. Two oral assessment tasks are used—a small group discussion and an individual presentation. Rubrics for each situation are provided for different grade levels. The traits identified for the group assessment are: (1) listens actively, (2) participates effectively, (3) demonstrates awareness of, and sensitivity to, conversational partners, and (4) demonstrates awareness of, and concern for, accomplishing group goals and tasks. The rubric for oral presentations has as traits: (1) uses appropriate language, (2) demonstrates appropriate presentational/delivery style, (3) develops effective content, (4) demonstrates adaptation to the specific audience, and (5) (optional) develops a spontaneous and effective response to one or more questions after the report. In addition to providing rubrics for two different communication context areas, this publication also includes a script for a rater training program. Educators interested in assessment approaches for public speaking or group communication will most likely find this material useful. No technical information is available.

**(AL# 400.6SPELIA)**

**Lehman, Michael. *Performance Assessment—Math, 1992.* Available from: Michael Lehman, Holt Senior High School, 1784 Aurelius Rd., Holt, MI 48842, (517) 694-2162.**

This high school teacher gives students six algebra problems (some having only one right answer and some having more than one right answer) to solve as a team (four students per team). The team then spends an hour with a panel of three judges. Judges can ask any student to explain the team's solution and problem-solving strategy on any of the six problems. (Therefore, all students must have knowledge of all six problems.) Then the judges assign the team a new problem to work on while they watch. Student performances are scored on: making sense of the problem, solution strategies, accuracy of results, ability to communicate results, ability to answer questions posed by the judges, three judgments of group-process skills, and an overall judgment of student understanding.

A complete set of ten tasks (six pre-assigned, and four on-the-spot) are included for Algebra II. The scoring guide (a little on the skimpy side) and a few sample pre-

calculus projects are also included. No technical information nor sample student performances are included.

**(AL# 500.3PERASM)**

**Massachusetts Department of Education. *Basic Skills Improvement Policy—Development of the State Speaking Assessment Instrument: Reliability and Feasibility Study, June 1983.* Available from: Bureau of Research and Assessment, Massachusetts DOE, 350 Main St., Malden, MA 02148, (617) 388-3300.**

In the early 1980's, Massachusetts conducted a series of studies on the feasibility of conducting large-scale performance assessments of speaking with eighth graders. The purposes were to monitor general student skill in speaking and promote more speaking instruction. Students spoke on four topics (description, emergency, sequence, and persuasion) in a one-on-one setting with the rater. It does not appear that advanced preparation time was given to students. Four forms of the test (four sets of topics) were prepared. The document we have includes the development process, tasks, performance criteria, and technical information. Performances are scored on four traits (1-4 scale): delivery, organization, content, and language. This is a good one, even though it's old. The rubric could use a little more detail.

**(AL# 460.3BASSKI)**

**Ministry of Education and Training [Victoria, Australia]. *English Profiles Handbook, Assessing and Reporting Students' Progress in English, 1991.* Available from: Touchstone Applied Science Associates, Inc., Fields Ln., PO Box 382, Brewster, NY 10509, (914) 277-4900, fax (914) 277-3548.**

The *English Profiles Handbook* describes student proficiency in speaking, reading and writing in terms of developmental continua. There are nine bands that describe clusters of behaviors from the least to the most sophisticated. For example, writing band "A" denotes such student behaviors as: "uses writing implement to make marks on paper," and "comments on signs and other symbols in immediate environment." Writing band "I" denotes such behaviors as: "writes with ease in both short passages and extended writing," and "extended arguments are conveyed through writing."

The booklet also: (1) provides some guidance on how to make and record observations, including the classroom tasks within which teachers might make their observations; and (2) discusses how to promote consistency in judgments between teachers (without using technical terminology).

The authors point out the benefits of this approach—the bands direct teachers' attention to growth in literacy, they give teachers a common vocabulary for talking about such growth, and they allow students and parents to observe growth. The

handbook is designed for informal classroom use. No technical information is available.

**(AL# 400.3ENGPRH)**

**Moen, Vivian, and Paul Weill. *Student Achievement Convention—1996-97; Guidelines for Grades K-12; Lane County, Eighth Annual*. Available from: Vivian Moen, Lane Education Service District, PO Box 2680, Eugene, OR 97402 (541) 461-8200, fax (541) 461-8298.**

The Lane County Student Achievement Convention (previously called "Project Fair") has expanded to have several components:

- The Project Fair itself, which "provides an opportunity for students to display a major learning experience that combines content knowledge with process skills to produce a product or demonstration of learning."
- The Portfolio Exhibition, which "provides students an opportunity to show others how their academic experiences are preparing them for life and future work."
- The Video Festival, for students entering video productions as projects.

Entries come from any grade or content discipline. The "Guidelines" document includes application materials, description of project, portfolio and video submissions, and criteria for judging submissions. Projects, for example, require a progress journal, in which "ideas, thoughts, observations, questions, resources, problems, impressions or discoveries encountered in the process of working on the project should be recorded day-by-day," an annotated resource list, a self-evaluation of the project, and an exhibit. Projects are judged in three areas: topic and treatment (3 scores); learning development and process (4 scores); and communication (3 scores). This is an excellent document. No technical information or samples of student work are included.

**(AL# 000.3LANCOS)**

**Morreale, Sherwyn P., Philip M. Backlund, Judith M. Dallinger, et al. *Large Scale Assessment of Oral Communication: K-12 and Higher Education—Second Edition*, 1996. Available from: National Communication Association, 5105 Backlick Rd., Building F, Annandale, VA 22003, (703) 750-0533, fax: (703) 914-9471. Internet: <http://www.natcom.org>**

This publication reviews a number of assessment instruments for oral communication and indicates their availability and usefulness for teachers, administrators, and researchers. Sixteen assessment instruments for grades K-12 and 45 for postsecondary education are examined. The document also restates information from

other Speech Communication Association publications: content standards for oral communication, the importance of teaching oral communication skills, and issues in assessing oral communication.

Reviews of instruments include evaluative comments, but the instruments themselves are not included. Instruments at K-12 levels included both multiple choice-based listening tests and more performance-based oral presentations and interactive discussions. This document provides useful background for those interested in oral communication assessment and development of assessment approaches.

**(AL# 400.1LARSCA2)**

**Neer, Michael R. *The Development of an Instrument to Measure Classroom Apprehension*. Located in: Communication Education 36, April 1987, pp. 154-166.**

This paper reports on the development and validity of an instrument—the *Class Apprehension About Participation Scale*, (CAPS), intended to assess willingness to participate in communication during instruction and confidence in such communication. There are 20 questions, such as "I usually feel too tense or nervous to participate in class." The student rates him or herself on a five-point scale. The instrument appears to be designed for students in high school and higher. There is some evidence to support the use of this instrument.

**(AL# 460.3CLAAPA)**

**New Standards. *Performance Standards, Volume 1—Elementary School, Performance Standards, Volume 2—Middle School; and Performance Standards, Volume 3—High School*, 1997. Available from: Harcourt Brace & Company, 555 Academic Ct., San Antonio, TX 78204, (800) 211-8378**

For the New Standards project, good quality standards should (a) establish high standards for all students, (b) be rigorous and world class, (c) be useful, developing what is needed for citizenship, employment, and life-long learning, (d) be important and focused, parsimonious while including those elements that represent the most important knowledge and skills within the discipline, (e) be manageable given the constraints of time, (f) be adaptable, permitting flexibility in implementation needed for local control, state and regional variation, and different individual interests and cultural traditions, (g) be clear and usable, (h) be reflective of broad consensus, resulting from an iterative process of comment, feedback, and revision including educators and the general public.

This document describes performance standards for English language, arts, mathematics, science, and "applied learning" (problem solving, communication, finding information, self-management, and working with others). The performance standards

include descriptions of performance that is "good enough," samples of student work that illustrate the standards, and a commentary that describes *why* the work illustrates the performance standard. This work could be the basis for developing rubrics and for helping teachers and students understand characteristics of quality work.

The videotape offers speaking and listening samples in different communication contexts and age groups. The samples include commentaries linking the performance to the new standards. This is an excellent series of publications.

(AL# 000.5NEWSTPe)(AL# 000.5NEWSTPm)(AL# 000.5NEWSTPh)

**New Standards. *Speaking and Listening* (video), 1997. Available from: National Center on Education and the Economy, Publications Department, PO Box 10391, Rochester, NY 14610, (888) 361-6233, fax: (716) 482-1284. Internet: <http://www.ncee.org>**

This video, which illustrates standards for one-to-one and group communication situations for elementary, middle, and high school students, was designed to complement the *New Standards Performance Standards* (Volumes 1-3). Before the sample communication tasks are shown for each grade group, the relevant New Standards criteria are presented. After the task for each group is demonstrated, a commentary is offered. During the commentary, the viewer is told how the demonstrated communication behaviors have met the task standard. While this video does a good job of illustrating standards criteria, it does not offer guidelines for performance levels.

(AL# 400.5NEWSTSv)

**O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners—Practical Approaches for Teachers*, 1996. Available from: Addison Wesley Longman, Jacob Way, Reading, MA 01867, (415) 854-0300, fax: (415) 853-2518, Internet: <http://www.awl.com>**

The authors look at ways to integrate assessment and instruction for English language learners (ELLs). The book is designed for classroom teachers in all grades. It does a nice job of presenting brief, but information-packed, presentations on the issues involved with assessing ELL students in ways that illuminate rather than mask what they know and can do; grading; portfolios; assessing language development; assessing reading; how to reduce the language demands of content-area assessments; targets to assess in the content areas—conceptual understanding, vocabulary, reading comprehension, thinking skills and the ability to construct written responses to questions, and how to assess these things—concept maps, cloze, and rubrics.

I rather liked this one—the philosophy was right and advice was good. I found most of their rubrics a little skimpy.

(AL#350.1AUTASE)

**Oregon Department of Education. *Speaking—Assessment and Instruction, Training Materials Grades 3 and 5 and Grades 8 and 10, Fall 1996.* Available from: Oregon Department of Education, Office of Assessment and Evaluation, 255 Capitol St. NE, Public Service Building, Salem, OR 97310, (503) 378-5585, ext. 271.**

These excellent materials include: a timeline for the Oregon State speaking assessment, an explanation of Oregon's speaking standards, the Official Speaking Scoring Guide (adopted by the Oregon State Board of Education in 1996), speaking benchmarks by grade level, score sheets for taped student speeches, questions and answers related to speaking assessment, and Student Language Scoring Guides. This material was designed to be used in conjunction with a training videotape which should be available on loan through all Educational Service Districts in Oregon. Even without the tape, the scoring explanations offered in this material will most likely help clarify speaking assessment criteria for classroom teachers. No technical information is included. "Student friendly" versions of the scoring guides *are* included.

(AL# 450.3SPEASI)

**Perlman, Carole. *The CPS Performance Assessment Idea Book, November 1994.* Available from: Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609.**

This wonderful handbook was developed to assist educators to develop performance assessments. Its most notable feature is a bank of over 90 sets of rubrics for assessing student performance in various grade levels and subject areas—reading, writing, oral communication, mathematics, science, social studies, and fine arts. (Users need to be good consumers of these rubrics—presence doesn't necessarily imply recommendation. They are presented to provide ideas; few are perfect.) There are also well written sections on how to develop (and evaluate the quality of) rubrics and performance tasks.

(AL# 000.3CPSPEA)

**Pierce, Lorraine Valdez, and J. Michael O'Malley. *Performance and Portfolio Assessment for Language Minority Students, Spring 1992.* Available from: National Clearinghouse for Bilingual Education, 1118 22nd St NW, Washington, DC 20037.**

The authors of this paper present some practical, although sometimes overly simplistic, ideas for assessing the reading, writing, and speaking proficiency of English language learners. Alternative performance and portfolio assessments are defined. A discussion

on the use of portfolios is included. Rubrics tend to be a little skimpy, although there are some good ideas.

**(AL# 350.6PERPOA)**

**Regional Educational Laboratories. *Improving Classroom Assessment—A Toolkit for Professional Developers (Toolkit98)*, 1998. Available from: Document Reproduction, Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9519, fax (503) 275-0458, Internet: <http://www.nwrel.org>**

The 1300-page *Toolkit98* was designed cooperatively by all 10 regional labs as a teacher professional development resource. It is a compilation of activities and supportive materials that serve both as an alternative assessment resource and a means of engaging teachers in dialogue about changing traditional teaching and assessment practices. *Toolkit98* contains:

- Information and 87 professional development activities on the topics of: rationale for alternative assessment, integrating assessment and instruction, design options for alternative assessment, being a critical consumer of assessments, and grading/reporting
- Forty-eight sample assessments of skills in science, mathematics, social studies, reading, writing, oral communication, and critical thinking
- Seven samples of student work used in various training activities
- Thirteen articles on grading and reporting

**(AL# 000.6TOOKIP8)**

**Richmond, Virginia P., and James C. McCroskey. *Communication—Apprehension, Avoidance, and Effectiveness, Fifth Edition*, 1998. Available from: Allyn & Bacon, 160 Gould St., Needham Heights, MA 02194, Internet: [www.abacon.com](http://www.abacon.com)**

This brief, 150-page book provides background information and insights into the causes of communication apprehension and offers some practical ways to decrease communication anxiety. Also provided are a number of self-report assessment tools on such communication characteristics as: introversion, shyness, willingness to communicate, and communication apprehension. Though the self-reports are aimed at adults, this material may still provide valuable insights for any classroom teacher who wants to better understand how to encourage and assess students who struggle with high degrees of communication anxiety. Little technical information is included.

(AL# 200.3COMAPA)

**Riverside Publishing Company, The. *Listening Assessment for Iowa Tests of Basic Skills (ITBS) Levels 9-14, and Tests of Achievement and Proficiency (TAP), Levels 15-18, 1994. Available from: The Riverside Publishing Company, 425 Spring Lake Dr., Itasca, IL 60143, (800) 323-9540, fax: (630) 467-7192.***

These listening tests for students in grades 3 through 9 (*ITBS*) or grades 9-12 (*TAP*) are designed to measure (depending on grade) listening for: literal meaning; inferential meaning; directions; visual relationships; numerical/spatial/temporal relationships; speaker's purpose, point of view, or style, face and opinion, and bias and prejudice. No special equipment (e.g. video or audio) is necessary. Approximately 35 minutes is needed to administer the tests. Scoring can be done electronically (via the publisher) or by hand. Norms are available for students in grades three through eight.

(AL# 450.3LISASF) (*ITBS*) and (AL# 450.3TAPLIS) (*TAP*)

**Rollman, Steven A. *Leading Class Discussions Which Evaluate Students' Oral Performance*, November 1990. Available from: ERIC Document Reproduction Service (EDRS), 3900 Wheeler Ave., Alexandria, VA 22304, (800) 227-3742. <http://edrs.com> ED# 324 720.**

Presented in a practical "how-to" way, this paper offers some guidelines for productively using peer evaluations and discussion of presentations. Although not directly an assessment, it discusses conditions that must be in place for successful peer assessment to take place.

(AL# 460.6LEACLD)

**Rubin, Rebecca B., S. A. Welch, and Rick Buerkel. *Performance-Based Assessment of High School Speech Instruction*. Located in: Communication Education 44, January 1995.**

This paper reports on a study to test the validity and reliability of the Communication Competency Assessment Instrument—High School Edition (CCAI-HS). The CCAI-HS attempts to assess 15 skills: understandable pronunciation, appropriate tone of voice, appropriate clarity, identify information or persuasion, present thesis and main points clearly, express and defend a point of view, recognize when others do not understand you, introduce oneself, obtain information about a career, answer instructor's questions, express oneself to an instructor, use chronological order to express thoughts, give good directions, paraphrase another's viewpoint, and decisionmaking. These skills are rated in the context of a series of performance tasks. Results suggest that the instrument is sufficiently reliable and valid to be useful to test speaking and interpersonal communication. However, the test does not include a

listening component and therefore could not be used to assess communication competency in general. The paper includes a description of the instrument, but not the instrument itself.

(AL# 400.6PERBAH)

**Ruffalo, Kathryn. *Diploma by Exhibition*, 1994. Available from: Sullivan High School, 6631 N. Bosworth Ave., Chicago, IL 60626, (312) 534-2000.**

This document is the 1994 version of Sullivan High School's senior seminar. Students must read three or four original works from history, philosophy, literature, or political science. Then they participate in a seminar discussion of questions linking the readings. Finally, they write a three- to five-page paper on a topic chosen from a list developed by teachers. Criteria for evaluating students in the seminar include: quality of contributions, ability to express ideas, reference to texts, appropriate response to others, and level of involvement. Criteria for the paper emphasize ideas, organization and conventions. Students must pass the seminar to graduate. The document includes directions for students, lists of text to be read, and performance criteria. No sample student work or technical information is included.

(AL# 700.3DIPBYE)

**Salem-Keizer School District. *Assessing Speaking Skills: Training for Raters*, February 1989. Available from: Oregon Department of Education, Public Service Building, 255 Capitol St NE, Salem, OR 97310, (503) 378-3310, x485.**

This material was designed to train raters of high school student oral presentations. The video provides examples of "passing" and "not passing" oral presentations. The accompanying booklet explains the scoring process and the three dimensions that are assessed: language, delivery, and organization. The booklet also provides practical suggestions on how to use the material effectively. Though the information and approach appears to be basic, it may be particularly useful for those who have not had much experience assessing oral presentations. The rubric is somewhat sketchy and leaves out a rating of "content." No technical information is included.

(AL# 460.3ASSSPSt) (text)

(AL# 460.3ASSSPSv) (video)

**Speech Communication Association (SCA). *AMTC—SCA Diagnostics Series: Assessing Motivation to Communicate*, 1994. Available from: National Communication Association (formerly Speech Communication Association), 5105 Backlick Rd., Building F, Annandale, VA 22003, (703) 750-0533, fax: (703) 914-9471. Internet: <http://www.natcom.org>**

This notebook includes two instruments for assessing communication motivation in postsecondary students: a self-report of communication anxiety in four communication situations, and a self-report of willingness to communicate in communication situations. The notebook also includes an explanation of the tests, debriefing instructions, a number of related research articles, and a Macintosh-formatted disk of the assessments. Reports on several technical studies (1985-1993) are included.

**(AL# 400.3SCADIS)**

**Speech Communication Association (SCA). *Speaking and Listening Competencies*, 1994. Available from: National Communication Association (formerly Speech Communication Association), 5105 Backlick Rd., Building F, Annandale, VA 22003, (703) 750-0533, fax: (703) 914-9471. Internet: <http://www.natcom.org>**

This National Communication Association publication identifies essential speaking and listening skills for elementary and high school students. These skills are organized by skill set, context, and task. For example, one communication skill set for elementary students involves the use of communication codes such as the ability to speak clearly, with expression, and with adequate volume, etc. The context may be in the home, school, or community. An example of a task for this skill set would be "speaking clearly when answering the telephone." The high school skills are organized in a similar way, but the contexts are more general—occupational, civic, and daily applications. The tasks presented in this booklet may be useful for developing assessments.

**(AL# 400.5PELIC)**

**Vangelisti, Anita L., and John A. Daly. *Correlates of Speaking Skills in the United States: A National Assessment*. Located in: Communication Education 38, April 1989, pp. 132-143.**

The author examines basic speaking competencies of 21- to 25-year-olds using NAEP data from the 1985 assessment in which assesseees performed eight speaking tasks. The findings of this NAEP study reveal that 15 to 20 percent of those tested could not adequately communicate orally. Some relationships were found between competency and ethnicity, age, education, and community involvement. A relationship was also found between general academic success (e.g., reading) and oral communication proficiency. The instrument used is not included.

**(AL# 460.6CORSPS)**

**Watson, Kittie W., Larry L. Barker, and Charles V. Roberts. *Watson Barker High School Listening Test—Development and Administration*, 1989, Available from:**

**Spectra, Incorporated, Publishers, PO Box 13591, New Orleans, LA 70185,  
(504) 831-4440.**

Developed over a period of three years, this video-enhanced listening test was designed to assess the listening abilities of students from the seventh through twelfth grades. Beyond its obvious purpose for assessment, this material can be used to increase listening awareness and support listening instruction. The listening video has five different parts addressing different types of listening skills: evaluating message content; understanding meaning in conversations; understanding and remembering lectures; evaluating emotional meanings in messages; and following instructions and directions. While the tape may not provide an authentic, interactive listening situation, the developers stress that this test is quick and easy to administer; students are given answer sheets which they mark as instructed on the videotape. Technical information about the test is provided.

**(AL# 450.3WATBAHt) (text)**

**(AL# 450.3WATBAHv) (video)**

**Zola, John. *Scored Discussions*. Located in: Social Education 56, February 1992, pp. 121-125. Also available from: National Council for the Social Studies, 3501 Newark St. NW, Washington, DC 20016, (202) 966-7840.**

The author describes a technique to help students acquire and practice analyzing and discussing significant issues from history and current policy debates. Skills developed and assessed include listening, speaking, information-gathering, and group

collaboration. The paper includes: rationale, how to score group process skills and how to structure the task. This is a good one.

**(AL# 700.6SCODIS)**

# oral communication Bibliography

## Index Codes

### **A—Type**

- 1 = Example
- 2 = Theory/how to assess
- 3 = Content/what should be assessed
- 4 = Related: general assessment; program evaluation

### **B—Purpose for the Assessment**

- 1 = Large scale monitoring
- 2 = Classroom
- 3 = Research
- 4 = Other

### **C—Grade Levels**

- 1 = Pre K-K
- 2 = 1-3
- 3 = 4-6
- 4 = 7-9
- 5 = 10-12
- 6 = Adult
- 7 = Special education
- 8 = All
- 9 = Other

### **D—Skills Assessed**

- 1 = Speaking
- 2 = Listening
- 3 = Group skills
- 4 = Critical thinking
- 5 = Flexibility
- 6 = Apprehension/confidence

### **E—Type of Tasks**

- 1 = Multiple choice/enhanced multiple choice/survey
- 2 = Constructed response: short answers
- 3 = Long response/essay
- 4 = On-demand/speech
- 5 = Project
- 6 = Portfolio
- 7 = Group discussion
- 8 = Other than written
- 9 = Cognitive map
- 10 = Socratic seminar
- 11 = Teacher observation
- 12 = Survey

### **F—Type of Scoring**

- 1 = Task specific
- 2 = General
- 3 = Holistic
- 4 = Analytical trait
- 5 = Developmental continuum
- 6 = Checklist

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E7Fort Hays (AL# 700.3STAASS)  
E7Goulden (AL# 450.3PROKCO)  
E7Hutchinson (AL# 400.3ENGLAS)  
E7Johnson (AL# 150.6PERASH1)  
E7Kansas SCA (AL# 400.6SPELIA)  
E7Lehman (AL# 500.3PERASM)  
E7O'Malley (AL# 350.1AUTASE)  
E7Reg. Ed. Lab (AL# 000.6TOOKIP8)  
E7Zola (AL# 700.6SCODIS)

E8Alberta Ed (AL# 400.3ALBORC2)  
E8Arter (AL#400.6ASSCOMC)  
E8Bennett (AL# 600.3ASSTEVh/v)  
E8Daniel (AL# 400.6ACTINO)  
E8Fenton (AL# 400.5SPELIM)  
E8Hugenberg (AL# 400.5COMCOR)  
E8Hutchinson (AL# 400.3ENGLAS)  
E8MA DOE (AL# 460.3BASSKI)  
E8Morreale (AL# 400.1LARSCA2)  
E8O'Malley (AL# 350.1AUTASE)  
E8OR DOE (AL# 450.3SPEASI)  
E8Reg. Ed. Lab (AL# 000.6TOOKIP8)  
E8Ruffalo (AL# 700.3DIPBYE)  
E8SCA (AL# 400.5SPELIC)  
E8Zola (AL# 700.6SCODIS)

E10Johnson (AL# 150.6PERASH1)

E11Calkins (AL# 400.3JUNINL4)  
E11Calkins (AL# 400.3LANARI)  
E11Camas SD (AL# 400.3CAMSCD)  
E11Daniel (AL# 400.6ACTINO)  
E11Hutchinson (AL# 400.3ENGLAS)  
E11O'Malley (AL# 350.1AUTASE)

E12Neer (AL# 460.3CLAAPA)

F1Christ (AL# 400.6ASSCOE)  
F1Hedberg (AL# 450.6ANASTS)

F2Alberta Ed (AL# 400.3ALBORC2)  
F2Arter (AL#400.6ASSCOMC)  
F2Bennett (AL# 600.3ASSTEVh/v)  
F2Fenton (AL# 400.5SPELIM)  
F2Fort Hays (AL# 700.3STAASS)  
F2Goulden (AL# 450.3PROKCO)  
F2Hugenberg (AL# 400.5COMCOR)  
F2Hutchinson (AL# 400.3ENGLAS)  
F2Johnson (AL# 150.6PERASH1)  
F2Kansas SCA (AL# 400.6SPELIA)  
F2Lehman (AL# 500.3PERASM)  
F2MA DOE (AL# 460.3BASSKI)  
F2Morreale (AL# 400.1LARSCA2)  
F2O'Malley (AL# 350.1AUTASE)

F2Perlman (AL# 000.3CPSPEA)  
F2Reg. Ed. Lab (AL# 000.6TOOKIP8)  
F2Ruffalo (AL# 700.3DIPBYE)  
F2Salem-Keizer (AL# 460.3ASSSPSt/v)

F3O'Malley (AL# 350.1AUTASE)  
F3Perlman (AL# 000.3CPSPEA)  
F3Ruffalo (AL# 700.3DIPBYE)

F4Alberta Ed (AL# 400.3ALBORC2)  
F4Arter (AL#400.6ASSCOMC)  
F4Bennett (AL# 600.3ASSTEVh/v)  
F4Fenton (AL# 400.5SPELIM)  
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F5Arter (AL#400.6ASSCOMC)  
F5Calkins (AL# 400.3JUNINL4)  
F5Calkins (AL# 400.3LANARI)  
F5Lehman (AL# 500.3PERASM)  
F5O'Malley (AL# 350.1AUTASE)

F6Arter (AL#400.6ASSCOMC)  
F6Camas SD (AL# 400.3CAMSCD)  
F6Zola (AL# 700.6SCODIS)