



Assessing Student Speeches

- ◎ Classroom Management of Speeches
- ◎ Official Speaking Scoring Guide
- ◎ Student Language Scoring Guide
- ◎ Audience Participation
- ◎ Effective Listening

☆ Create a positive routine for managing speeches in your classroom so that each student has a successful experience.

1. When presenting the speaking assignment, include the specific presentation dates. Ask students to add their names to a sign-up sheet which will serve as the speaking order.
2. On the day of the speeches, arrange for a student helper to time the speeches for you (using a stopwatch, if available). The speaker may ask the timer to give him/her time signals.
3. A parent or student helper may be asked to operate the video camera during the presentation (if available). Each student may have his or her own videotape – or a class tape can be used. Make sure the tape is set at the appropriate place for recording.
4. Pass out comment sheets or student language scoring guides to audience members to encourage active involvement during the presentations.
5. When all students are ready and settled, announce the name of the first speaker. This student should hand you the outline of their speech as they walk to the front of the room (rehearsed speeches).
6. Review the outline and follow along as the student speaks. Write comments as you listen on a scoring template – or highlight appropriate phrases on the official speaking scoring guide (one for each speaker).
7. When the speech is completed, record the time and offer positive feedback about the presentation. Collect the audience feedback forms.
8. (Optional) During the last 10-15 minutes of class – or for homework – ask the student speakers to write a short evaluation paper about their presentation using the scoring guide criteria.
9. When scoring, take the time needed to write positive comments and suggestions for improvement. Review the videotape if necessary. Be sure to complete the work sample entry form reflecting the student's score.

Ideas and Content

<p>6 The content is extremely clear, focused and well-suited to audience and purpose. Main ideas significantly draw the audience’s attention and are developed by strong and compelling supporting details. The communication is characterized by</p> <ul style="list-style-type: none"> • an extremely clear, focused purpose and main ideas. • carefully selected supporting details that are significant and command the audience’s attention. • insightful, complex connections or conclusions; more than one perspective may be included. • use and citation of a variety of conventional and creative resources, when appropriate, that provide accurate and credible support. • an impressive and creative adaptation of content and details 	<p>5 The content is clear, focused and well-suited to audience and purpose. Main ideas stand out and are developed by strong supporting detail. The communication is characterized by</p> <ul style="list-style-type: none"> • a clear, focused purpose and main ideas. • strong supporting details that contribute to the audience’s understanding. • insightful connections or conclusions although only one perspective may be included. • use and citation of resources, when appropriate, that provide accurate and credible support. • a highly successful attempt to adapt content and details to audience and purpose. 	<p>4 The content is clear, focused, and appropriate to audience and purpose. Support is present although it may be limited or general. The communication is characterized by</p> <ul style="list-style-type: none"> • a clear purpose and main ideas. • supporting details that are relevant, but may not be consistently strong. • valid connections or conclusions although only one perspective may be included. • use and citation of resources, when appropriate, that provide accurate and adequate support. • a successful attempt to adapt content and details to the audience and purpose.
<p>3 The content is clear and appropriate to audience and purpose although it may be overly broad or simplistic. Support is present but may lack development or relevance. The communication is characterized by</p> <ul style="list-style-type: none"> • identifiable main ideas and purpose that may be slightly unfocused. • supporting details that are often limited, overly general or slightly off-topic. • connections or conclusions that seem to echo observations heard elsewhere and offer no new insights. • use of resources that do not provide consistently strong, accurate or credible support. • an attempt to adapt content and details to the audience and purpose. 	<p>2 The content requires extensive inferences by the audience. Development is attempted but is minimal or may be unsuited to audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • an unclear purpose and/or main ideas. • too little supporting detail or too much irrelevant, inaccurate or redundant material. • connections or conclusions that present internal contradictions or inconsistencies. • reliance on questionable sources, clichés or stereotypes. • minimal or unsuccessful attempts to take the audience or purpose into account. 	<p>1 The content lacks an apparent purpose or central theme. The communication is characterized by</p> <ul style="list-style-type: none"> • no apparent purpose or main ideas. • confusing or missing supporting detail; the communication may be too short to demonstrate the development of an idea. • a lack of knowledge and/or understanding of the topic. • inaccurate interpretation of a resource, or disregard for resources other than personal experience or opinions. • no discernible attempt to take the audience or purpose into account.

Organization

<p>6 The organization enhances the main ideas and their development. The order and structure are strong and support the audience’s understanding and involvement. The communication is characterized by</p> <ul style="list-style-type: none"> • a strong, creative introduction that brings the audience to the topic and creates a desire to hear more. • a clear, complex organizational structure that enhances the purpose and message. • smooth, well-designed transitions that contribute to the message. • details that are carefully selected and strategically placed for optimum impact. • an imaginatively designed conclusion that matches the content and purpose of the speech. 	<p>5 The organization enhances the main ideas and their development. The order and structure support the audience’s understanding. The communication is characterized by</p> <ul style="list-style-type: none"> • a highly effective introduction that brings the audience to the topic. • a clear organizational structure that enhances the audience’s understanding of the purpose and message. • smooth transitions. • carefully selected details that are placed for impact. • a well-designed conclusion that matches the content and purpose of the speech. 	<p>4 The organization is easy to follow but may seem stilted, overly obvious, or not consistently effective. The communication is characterized by</p> <ul style="list-style-type: none"> • an effective introduction that brings the audience to the topic. • a clear organizational structure that is relatively easy to follow. • transitions that work, but that may be formulaic or predictable. • details that fit within a planned structure. • a planned conclusion that may lack subtlety, but still matches the content and purpose of the speech.
<p>3 The organization has been attempted but the overall structure is inconsistent or skeletal. The communication is characterized by</p> <ul style="list-style-type: none"> • an introduction that is either underdeveloped or awkward. • organizational structure that is occasionally unclear. • transitions that usually work, but may be repetitive or sometimes unclear. • details that sometimes leave the audience confused. • a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech. 	<p>2 The organization lacks a clear structure. An occasional organizational device is discernible; however, the communication is difficult to follow or too short to demonstrate organizational skills adequately. The communication is characterized by</p> <ul style="list-style-type: none"> • an introduction extremely undeveloped, or missing. • a limited organizational structure that is confusing. • transitions that are ineffective, overused or missing. • random details that do not fit within the limited structure. • a conclusion that is extremely undeveloped, or missing. 	<p>1 The organization lacks structure. An occasional organizational device may be discernible; however, the communication is extremely difficult to follow or too short to demonstrate organizational skills. The communication is characterized by</p> <ul style="list-style-type: none"> • a missing or unrelated introduction. • no apparent organizational structure; it is difficult to follow the message or understand the purpose. • no transitions. • isolated details that have no apparent relationship or purpose. • a missing or unrelated conclusion.

Language❖

<p>6 The language is original, with a wide range of words carefully selected to impact the purpose and impress the audience. The intended message is conveyed clearly and word choice is precise and vivid. The communication is characterized by</p> <ul style="list-style-type: none"> • fresh, colorful, precise language that makes a strong and purposeful impact. • impressive figurative or creative language that evokes clear images and an appropriate emotional response from the audience. • slang or jargon that, if used, skillfully enhances the message or purpose. • clear command of the technical language necessary to make the content of the speech clear. • correct grammar and usage 	<p>5 The language is original with a variety of carefully selected words to impact the purpose. The intended message is conveyed clearly and vividly. The communication is characterized by</p> <ul style="list-style-type: none"> • precise, descriptive language that makes a strong impact. • figurative or creative language that, if used, evokes clear images and an appropriate emotional response from the audience. • slang or jargon that, if used, enhances the message or purpose. • effective use of the technical language necessary to make the content of the speech clear. • grammar and usage that are almost entirely correct. 	<p>4 The language is original, functional and appropriate to audience and purpose. The intended message is conveyed clearly, but word choice may be somewhat lacking in vividness, precision, or interest. The communication is characterized by</p> <ul style="list-style-type: none"> • words that work but do not create a strong impact. • attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. • slang or jargon that, if used, does not detract from the message or purpose. • competent, practiced use of the technical language necessary to make the content of the speech clear. • grammar and usage that are usually correct.
<p>3 The language is quite ordinary, lacking precision, variety and clarity; or it reveals a limited sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that rarely hold the audience's interest; occasional mundane expressions or clichés. • attempts at colorful language that, if present, are awkward and forced. • slang or jargon that is sometimes inappropriate or ineffective. • attempts to use technical language to make the content clear. • distracting lapses in grammar and usage. 	<p>2 The language is awkward, repetitive or misused with a very limited sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that are flat or vague; colorful language, if used, is exaggerated and forced. • inappropriate or ineffective use of slang or jargon. • misunderstood, misused or underused technical language. • frequent errors in grammar and usage that interfere with meaning. 	<p>1 The language is extremely limited or so misused that the meaning is obscured with no sense of audience and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> • words that are vague, inadequate or just plain wrong; no attempt to use colorful language. • inappropriate or ineffective use of slang or jargon. • no evidence of ability to use technical language. • significant errors in grammar and usage that may compromise meaning and speaker credibility.

* While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.

Delivery*

<p>6 The speaker demonstrates skillful control of technique and an ability to use technique to bring about a thoughtful response in the audience. The communication is characterized by</p> <ul style="list-style-type: none"> consistently effective eye contact that commands audience involvement. exceptionally clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. outstanding variations in rate, volume, tone, and voice inflection that are designed to impact the purpose and message. superior fluent delivery. exceptional use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. 	<p>5 The speaker demonstrates skillful control of technique. The communication is characterized by</p> <ul style="list-style-type: none"> effective eye contact that supports audience involvement. clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. effective variations in rate, volume, tone, and voice inflection that are appropriate to audience and purpose. fluent delivery. strong use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) to effectively impact the audience's understanding of the message. 	<p>4 The speaker demonstrates control of technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> eye contact that is present but may not be made consistently with all members of the audience. mostly clear enunciation and correct pronunciation; regional or native accents may vary from established local pronunciation patterns. effective rate, volume, tone, and voice inflection that are appropriate to audience and purpose. generally fluent delivery. appropriate use of nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that helps convey the message.
<p>3 The speaker demonstrates limited control of technique. Though the delivery may have effective moments, weaknesses, such as reading the content, detract from the message and purpose. The communication is characterized by</p> <ul style="list-style-type: none"> minimal eye contact with audience; some reading of content. some rate or volume inadequacies; little variation in tone and voice inflection. a somewhat halting delivery with frequent space fillers such as "um," "like," "you know," "whatever." inconsistent use of appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). 	<p>2 The speaker demonstrates little control of technique. Problems are significant and numerous and interfere with audience's ability to understand and maintain interest. The communication is characterized by</p> <ul style="list-style-type: none"> little or no eye contact; speaker reads the content. frequent unclear enunciation or incorrect pronunciation. rate that is too fast or too slow; volume that is too loud or too soft; a monotone or highly erratic voice inflection. a halting delivery with frequent distracting space fillers such as "um," "like," "you know," "whatever." few, if any, appropriate nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence). 	<p>1 The speaker is unable to develop rapport with the audience. Lack of clarity or distracting errors and gestures impede meaning. The communication is characterized by</p> <ul style="list-style-type: none"> no eye contact; total dependence on notes. unclear enunciation or pronunciation that is frequently incorrect. rate that is too fast or too slow; a monotone or too soft to hear. a halting delivery that seriously detracts from the speaker's credibility and message. nonverbal techniques (i.e., facial expressions, gestures, body movements, stage presence) that, if used, are distracting.

* Teachers should work with students to help them meet school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

SPEAKING: Primary (Grades K-2) Student Language Scoring Guide

Used only for classroom instruction

Ideas and Content

Clear ideas and details

- Strong**
- My message is complete and clear.
 - I use strong supporting details.

- Meets Standard**
- My message is clear.
 - I use some details.

- Emerging**
- My message is not clear.
 - I need details.

Organization

Planning from beginning to end

- Strong**
- My message is easy to follow and holds the listener's attention.
 - I have a strong beginning, middle and end.

- Meets Standard**
- My message can be followed, but the listener may get confused along the way.
 - My beginning, middle, and end need work.

- Emerging**
- My message is not easy to follow.
 - I need a beginning, middle or an end.

Delivery

Information presented clearly

- Strong**
- I speak clearly and look at my listeners.
 - I speak in a normal voice that is loud enough to be heard.
 - I speak smoothly without lots of “um’s,” “uh’s,” or “and’s.”

- Meets Standard**
- I usually speak clearly but may not look at all my listeners.
 - I may speak too fast or too slow.
 - I may have too many “um’s,” “uh’s,” or “and’s.”

- Emerging**
- I do not speak clearly, and I have trouble looking at the audience.
 - I speak too fast or too slow
 - What I have to say is filled with “um’s,” “uh’s,” or “and’s.”

While language skills are being developed in the classroom, they will not be assessed for Benchmark 1 standards.

Language

Clear and interesting words

- Strong**
- I use a variety of interesting words.
 - My sentences are correct and easy to understand.

- Meets Standard**
- I use words that the listener can understand.
 - My sentences are mostly correct.

- Emerging**
- I use words that do not make sense.
 - My sentences sound confusing.

SPEAKING SCORING GUIDE: Third Grade Student Version

Ideas and Content Explaining my topic or message

<p>6 The student's message is very clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas that are well thought out.• has important details that are carefully selected and catch the listeners' attention.• is creative and very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>5 The student's message is clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has strong details that help the listeners understand the message.• is very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>4 The student's message is clear and sticks to the topic. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has details that fit the message but may not be strong.• is successful in choosing ideas and details that are interesting and understandable to the listeners.
<p>3 The student's message is understandable but may be too general or stray off the topic. The student</p> <ul style="list-style-type: none">• has main ideas that can be found, but may not be clear.• has some details, but they may be off the subject.• tries to choose ideas and details that are interesting and understandable to the listeners but may not always succeed.	<p>2 The student tries to present a message, but it is hard to understand. The student</p> <ul style="list-style-type: none">• has main ideas that are not clear.• has only a few details; they do not fit the main idea or make sense.• makes little effort to choose ideas and details that are interesting and understandable to the listeners.	<p>1 The student's purpose and/or ideas are not clear. The student</p> <ul style="list-style-type: none">• has no main ideas.• has details that do not make sense or no details at all; speech may be too short to develop an idea.• does not choose ideas and details that are interesting and understandable to the listeners.

Organization

Planning and using clear connections from beginning to end

<p>6 The student organizes the message in an effective and unusual way. The student</p> <ul style="list-style-type: none"> • uses a strong, creative beginning that leads to the main ideas and creates a desire to hear more. • carefully and creatively places ideas and details to make the message clear. • makes smooth, well-planned connections that allow the ideas to flow from one to the next. • uses a creative, well designed ending that matches the message. 	<p>5 The student organizes the message in an effective way. The student</p> <ul style="list-style-type: none"> • uses a strong beginning that leads to the main ideas. • carefully places ideas and details to make the message clear. • makes connections that allow the ideas to flow from one to the next. • uses a strong, well planned ending that matches the message. 	<p>4 The student organizes the message in a clear but plain way. The student</p> <ul style="list-style-type: none"> • uses a beginning that leads to the main ideas. • places ideas and details that make the message easy to follow. • makes connections that allow the ideas to flow from one to the next, but the connections may be ordinary. • uses a planned ending that may be ordinary but still matches the message.
<p>3 The student’s message can be followed for the most part. The student</p> <ul style="list-style-type: none"> • uses a beginning that is either not thought-out or is awkward. • places ideas and details in a way that is occasionally unclear or confusing. • has ideas that usually flow from one to the next, but the connections may be unclear or are overused. • uses an ending that is too short or does not match the message. 	<p>2 The student’s message is often difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is too short to present the main ideas, or the beginning is missing. • makes little effort to place ideas and details so that they make sense. • has ideas that do not flow from one to the other; the connections are unclear, overused or missing. • uses an ending that is too short, or there is no ending at all. 	<p>1 The student’s message is difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is not on the subject, or the beginning is missing. • makes no effort to place ideas and details so that they make sense; the message is muddled. • does not connect ideas together. • uses an ending that is not on the subject, or the ending is missing.

Delivery*
Information presented clearly

<p>6 The student shows outstanding skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that makes the audience pay attention. • speaks very clearly and correctly; no mistakes are made. • has creative changes in rate, volume, and tone that match the message and make the speech interesting and easy to understand. • has a delivery that is always smooth. • has excellent use of gestures and facial expressions that make the message clear and interesting. 	<p>5 The student shows very effective skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that helps the audience pay attention. • speaks clearly and correctly. • has changes in rate, volume, and tone that make the speech interesting and easy to understand. • has a delivery that is almost always smooth; very few pauses. • uses gestures and facial expressions properly to make the message clear and interesting. 	<p>4 The student shows satisfactory skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes eye contact with most of the audience. • speaks clearly and correctly; some mistakes are made. • has a rate, volume, and tone that are understandable. • has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message. • uses gestures and facial expressions to help explain the message.
<p>3 The student shows some skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes some eye contact with the audience; sometimes reads notes. • uses words that are usually clear and correct; some mistakes may be made. • has a rate, volume, and tone that may at times be too fast or slow, too soft, or have too few changes. • has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever.” • uses some gestures and facial expressions. 	<p>2 The student shows little skill in speaking to the audience. The student</p> <ul style="list-style-type: none"> • makes little or no eye contact; reads notes. • is often hard to understand, or some words are said incorrectly. • often speaks too fast or slow, too soft, or in the same tone. • has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever.” • uses few, if any, gestures or facial expressions. 	<p>1 The student does not seem to know how to speak to the audience. The student</p> <ul style="list-style-type: none"> • makes no eye contact; reads notes. • is hard to understand, or many words are said incorrectly. • speaks too fast or slow, too soft, or in the same tone. • has a delivery that is not smooth and takes away from the message. • uses few, if any, gestures or facial expressions; those used take away from the message.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

Language[❖]

Choosing words carefully to create a picture in the listeners' minds

<p>6 The student thoughtfully uses language that makes the message very clear and interesting. The student</p> <ul style="list-style-type: none"> carefully selects original, expressive, strong words that paint a clear picture in the listeners' minds. uses words and grammar correctly to make the message clear. 	<p>5 The student uses language that makes the message clear and colorful. The student</p> <ul style="list-style-type: none"> uses many interesting words that paint a picture in the listeners' minds. almost always uses words and grammar correctly to make the message clear and interesting. 	<p>4 The student uses language that helps make the message clear. The student</p> <ul style="list-style-type: none"> uses words that tell the message but may not paint a picture in the listeners' minds. has a few mistakes in the use of words and grammar which do not take away from the message.
<p>3 The student uses ordinary language. The student</p> <ul style="list-style-type: none"> uses words that are not interesting. makes mistakes in the use of words and grammar that take away from the message. 	<p>2 The student sometimes has a difficult time finding the right words. The student</p> <ul style="list-style-type: none"> uses words that are dull and too general. makes many mistakes in the use of words and grammar that hurt the meaning of the message. 	<p>1 The student's use of language is limited. The student</p> <ul style="list-style-type: none"> uses words that are dull, too general, and/or wrong. makes important mistakes in the use of words and grammar that greatly hurt the meaning of the message.

❖ While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.

SPEAKING SCORING GUIDE: Fifth Grade Student Version

Ideas and Content Explaining my topic or message

<p>6 The speaker’s message is very clear, focused and interesting. The speaker</p> <ul style="list-style-type: none"> • has very clear, focused main ideas and purpose. • has important details that are carefully selected and catch the audience’s attention. • makes connections or conclusions which show understanding and may take several different viewpoints into consideration. • uses a variety of carefully chosen resources, when appropriate, to provide strong and accurate support. • is creative and highly successful in fitting ideas and details to the audience and purpose. 	<p>5 The speaker’s message is clear, focused and interesting. The speaker</p> <ul style="list-style-type: none"> • has clear, focused main ideas and purpose. • has strong details that help the audience understand the message. • makes connections or conclusions which show understanding but may consider only one viewpoint. • uses resources, when appropriate, to provide strong and accurate support. • is highly successful in fitting ideas and details to the audience and purpose. 	<p>4 The speaker’s message is clear and sticks to the topic. The speaker</p> <ul style="list-style-type: none"> • has clear main ideas and purpose. • has details that go with the topic, but they may not be consistent or strong. • makes adequate connections or conclusions but may consider only one viewpoint. • uses resources, when appropriate, to provide accurate support. • is successful in fitting ideas and details to the audience and purpose.
<p>3 The speaker’s message is understandable but may be too general or stray off the topic. The speaker</p> <ul style="list-style-type: none"> • has main ideas and purpose that can be identified, but may not be clear. • has details that are often limited and are slightly off-topic. • makes connections or conclusions which add no new information. • uses resources, but they do not provide consistently strong or accurate support. • attempts to fit ideas and details to the audience and purpose, but may not be successful. 	<p>2 The speaker tries to present a message, but it is hard to understand. The speaker</p> <ul style="list-style-type: none"> • has main ideas and purpose that are not clear. • has details that are limited; off-topic, inaccurate or repeated. • makes connections or conclusions that are not consistent. • uses questionable resources. • makes only a few attempts or is unsuccessful in fitting ideas and details to the audience and purpose. 	<p>1 The speaker’s purpose and/or ideas are not clear. The speaker</p> <ul style="list-style-type: none"> • has no obvious purpose or main ideas. • has details that are confusing, or they are missing; the speech may be too short to develop an idea. • shows a lack of knowledge and/or understanding of the topic. • uses no resources other than own experience or does not use resources correctly. • shows no attempt to consider audience or purpose.

Organization

Planning and using clear connections from beginning to end

<p>6 The speaker organizes the message in an effective and unusual way. The speaker</p> <ul style="list-style-type: none"> • has a strong, creative introduction that leads to the main ideas and creates a desire to hear more. • carefully places ideas and details to increase understanding and make the most impact on the audience. • has smooth well-planned transitions that tie the presentation together. • has a creatively designed conclusion that matches the message. 	<p>5 The speaker organizes the message in an effective way. The speaker</p> <ul style="list-style-type: none"> • has a highly effective introduction that leads to the main ideas. • carefully places ideas and details to increase understanding and make an impact on the audience. • has smooth transitions. • has a strong, well-planned conclusion that matches the message. 	<p>4 The speaker organizes the message in a clear but obvious or ordinary way. The speaker</p> <ul style="list-style-type: none"> • has an effective introduction that leads to the main ideas. • places ideas and details to make the message easy to follow. • has transitions that work but may be ordinary. • has a planned conclusion that may be ordinary but still matches the message.
<p>3 The speaker’s message can be followed for the most part. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is either not thought out or is awkward. • places ideas and details in a way that is occasionally unclear or confusing. • has transitions that usually work, but they may be unclear or overused. • has a conclusion that is too short, too obvious, or does not match the message. 	<p>2 The speaker’s message is often difficult to follow. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is too short to present the main ideas, or it is missing. • makes little effort to place ideas and details so that they make sense. • has transitions that do not work, are unclear, overused or missing. • has a conclusion that is too short, or it is missing. 	<p>1 The speaker’s message is difficult to follow. The speaker</p> <ul style="list-style-type: none"> • has an introduction that is either off-topic or is missing. • makes no effort to place ideas and details so that they make sense; the message is muddled. • does not use transitions. • has a conclusion off-topic or is missing.

Language

Choosing words carefully to create a picture in the audience's mind

<p>6 The speaker thoughtfully uses language that makes the message very clear and interesting. The speaker</p> <ul style="list-style-type: none"> carefully selects original, expressive, strong words that paint a clear picture in the audience's mind. skillfully uses slang, when appropriate, and technical words to increase the audience's understanding of the message. uses words and grammar correctly. 	<p>5 The speaker uses language that makes the message clear and colorful. The speaker</p> <ul style="list-style-type: none"> uses a variety of interesting words that paint a picture in the audience's mind. uses slang, when appropriate, and technical words to increase the audience's understanding of the message. almost always uses words and grammar correctly. 	<p>4 The speaker uses language that helps make the message clear. The speaker</p> <ul style="list-style-type: none"> uses words that communicate the speaker's message but may not paint a picture in the listener's mind. uses slang, when appropriate, and technical words in a way that does not take away from the message. makes a few mistakes in the use of words and grammar which are not distracting.
<p>3 The speaker uses ordinary language. The speaker</p> <ul style="list-style-type: none"> uses words that are not interesting. tries to use slang, when appropriate, and technical words appropriately and correctly, but does not always succeed. makes mistakes in the use of words and grammar that are distracting. 	<p>2 The speaker sometimes has a difficult time finding the right words. The speaker</p> <ul style="list-style-type: none"> uses words that are dull or too general. uses slang inappropriately or incorrectly; makes little effort to use technical words correctly. makes many mistakes in the use of words and grammar that damage the meaning of the message. 	<p>1 The speaker's use of language is limited. The speaker</p> <ul style="list-style-type: none"> uses words that are dull, too general, and/or wrong. uses slang inappropriately or incorrectly; does not show ability to use technical words. makes many mistakes in the use of words and grammar that seriously damage the meaning of the message.

Delivery*

Choosing verbal and nonverbal techniques that enhance the message

<p>6 The speaker shows outstanding skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes meaningful eye contact that draws the audience’s attention. • speaks very clearly with no mistakes in pronunciation of words. • uses creative changes in rate, volume and tone that match the message and make the speech interesting and easy to understand. • has a delivery that is always smooth. • shows outstanding use of gestures and facial expressions that make the message clear and interesting. 	<p>5 The speaker shows very effective skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes frequent eye contact that involves the audience. • speaks clearly and correctly. • uses meaningful changes in rate, volume and tone to make the speech interesting and easy to understand. • has a delivery that is almost always smooth; very few pauses. • uses gestures and facial expressions properly to make the message clear and interesting. 	<p>4 The speaker shows satisfactory skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes eye contact with most of the audience. • speaks clearly and correctly; some mistakes are made. • uses a rate, volume and tone that are appropriate to the audience and message. • has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message. • uses gestures and facial expressions to help explain the message.
<p>3 The speaker shows some skill in speaking to an audience. The speaker</p> <ul style="list-style-type: none"> • makes some eye contact with the audience; sometimes reads notes. • usually speaks clearly and correctly; some mistakes may be made. • has rate, volume and tone that may sometimes be too fast or slow, too soft, or have too few changes. • has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever”. • uses some gestures and facial expressions. 	<p>2 The speaker shows limited skill in speaking to the audience. The speaker</p> <ul style="list-style-type: none"> • makes little or no eye contact; reads notes. • is often hard to understand, or some words are said incorrectly. • frequently speaks too fast or slow, too soft, or in the same tone. • has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever,” detract from the message. • uses few, if any, gestures or facial expressions. 	<p>1 The speaker does not seem to know how to speak to the audience. The speaker</p> <ul style="list-style-type: none"> • makes no eye contact; reads notes. • is hard to understand, or many words are said incorrectly. • speaks too fast or slow, too soft, or in the same tone. • has a delivery that is not smooth and seriously detracts from the message. • uses few, if any, gestures or facial expressions; those used are distracting.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

SPEAKING SCORING GUIDE: Eighth and Tenth Grade Student Version

Ideas and Content

Communicating knowledge of the topic,
including relevant examples, facts, anecdotes and details

<p>6</p> <p>The content is extremely clear, focused and well-suited to the audience and purpose. Main ideas easily stand out and are developed by strong supporting details. The speaker has</p> <ul style="list-style-type: none">extremely clear, focused purpose and main ideas.carefully selected details that are significant and catch the audience's attention.insightful, complex connections or conclusions that may include more than one point of view.carefully chosen information from a variety of conventional and creative sources, appropriately cited, that provides accurate and credible support.creative and impressive ways to adapt content and details to fit the audience and purpose.	<p>5</p> <p>The content is clear, focused, and well-suited to the audience and purpose. Main ideas stand out and are developed by strong supporting details. The speaker has</p> <ul style="list-style-type: none">a very clear purpose and main ideas that stay on topic.strong supporting details that contribute to the audience's understanding.insightful connections or conclusions, although only one point of view may be considered.chosen and cited resources, when appropriate, that provide strong, accurate and credible support.a highly successful attempt to adapt the content and details to the audience and purpose.	<p>4</p> <p>The content is clear, focused and appropriate to the audience and purpose. Support is present but may be limited or general. The speaker has</p> <ul style="list-style-type: none">a clear purpose and main ideas.supporting details that are relevant, but may not be consistently strong or credible.valid connections or conclusions, although only one point of view may be included.chosen and cited resources, when appropriate, that provide accurate and adequate support.a successful attempt to adapt content and details to the audience and purpose.
<p>3</p> <p>The audience can understand the main ideas, although they may be overly broad or unfocused. Supporting detail is often limited. The speaker has</p> <ul style="list-style-type: none">a purpose and main ideas that can be identified, but may be slightly out of focus.supporting details that are often limited, overly general, or slightly off-topic.connections or conclusions that seem to echo observations heard elsewhere and offer no new insights.information from resources that do not provide consistently strong, accurate, or credible support; they may be based on clichés, stereotypes or sources that are biased or unreliable for other reasons.an attempt to adapt content and details to the audience and purpose, but one that may not be effective.	<p>2</p> <p>The audience must work to understand the main ideas and purpose of the speech. Development is attempted but is unclear or unsuited to the audience. The speaker has</p> <ul style="list-style-type: none">an unclear purpose and/or main ideas. Content is limited.too little supporting detail or too much unrelated, inaccurate, or repeated material.connections or conclusions that are contradictory or inconsistent.information from questionable sources, or that relies on many clichés and/or stereotypes and unsupported thoughts.minimal or unsuccessful attempts to adapt content and details to the audience and purpose.	<p>1</p> <p>The content lacks an apparent purpose or central idea. The speaker has</p> <ul style="list-style-type: none">no apparent purpose or main ideas.confusing or no supporting detail; the speech may be too short to show the development of an idea.a lack of knowledge and/or understanding of the topic.inaccurate interpretation of a resource or disregard for resources other than personal experience or opinions.no apparent attempt to adapt content and details to the audience and purpose.

Organization

Structuring information in logical sequence, making connections and transitions among ideas, sentences and paragraphs

<p>6 The organization strengthens and clarifies the main ideas. The order and structure support the audience’s understanding. The speaker has</p> <ul style="list-style-type: none"> • a strong, creative introduction that creates a desire to hear more. • clear, complex organizational structure that helps explain the purpose and message. • smooth, well-designed transitions that easily move the speech and listener from point to point and motivates the audience to hear more. • details that are clearly related to key points and placed carefully for the greatest impact. • an imaginatively designed conclusion that matches the content and purpose of the speech. 	<p>5 The organization has an effective order that helps the understanding of the main ideas. The speaker has</p> <ul style="list-style-type: none"> • a highly effective introduction that brings the audience to the topic. • clear organizational structure that helps explain the purpose and message. • smooth transitions that easily move the listener from point to point in the speech. • details that are related to key points and are placed for impact. • a well-designed conclusion that matches the content and purpose of the speech. 	<p>4 The organization is easy to follow but may seem overly obvious or not consistently effective. The speaker has</p> <ul style="list-style-type: none"> • an effective introduction that brings the audience to the topic. • clear organizational structure that is relatively easy to follow. • transitions that work, but that may be basic or predictable. • details that fit within a planned structure. • a planned conclusion that may lack refinement, but matches the content and purpose of the speech.
<p>3 The organization is clear and can be followed for the most part, but the overall organization may sometimes be ineffective or too obvious. The speaker has</p> <ul style="list-style-type: none"> • an introduction that is either underdeveloped or awkward. • attempts to structure organization, but the order or relationship among ideas is sometimes unclear. • transitions that usually work but are unclear, repetitive or not consistently effective; overuse of the same few transitional devices (“and,” “but,” “for,” “so,” numbering). • placement of details that sometimes leaves the audience confused. • a conclusion that is underdeveloped, obvious, or fails to match the content and purpose of the speech. 	<p>2 The organization lacks a clear structure. The speech occasionally holds together but is difficult to follow, or too short to demonstrate organizational skills adequately. The speaker has</p> <ul style="list-style-type: none"> • an introduction that is extremely undeveloped or missing. • a limited organizational structure that is confusing. • transitions that are ineffective, overused or missing. • random details that do not fit within the limited structure. • a conclusion that is extremely undeveloped or missing. 	<p>1 The organization doesn’t hold together; order is weak and ideas seem fragmented and hard or impossible to follow. The speaker has</p> <ul style="list-style-type: none"> • a missing or unrelated introduction. • no apparent organizational structure; it is difficult to follow the message or understand the purpose. • no transitions. • isolated details that have no apparent relationship or purpose. • a missing or unrelated conclusion.

Language

Selecting functional, precise and descriptive words appropriate for audience and purpose

<p>6 The language is original and clear, with a wide range of expressive words appropriate to audience and message. The speaker has</p> <ul style="list-style-type: none"> • a fresh, rich variety of words that creates a strong and purposeful impact. • creative language that is colorful, using techniques such as humor, imagery, metaphor or simile, to help the audience visually and emotionally respond to the message. • skillful use of slang or jargon, if appropriate, to enhance the purpose and message. • clear command of the technical language necessary to make the content clear. • correct use of words and grammar. 	<p>5 The language is original with a range of carefully selected words that make the message clear and colorful. The speaker has</p> <ul style="list-style-type: none"> • a carefully selected variety of descriptive words that make a strong impact. • language that is frequently colorful, such as humor, imagery, metaphor or simile, that helps the audience visually and emotionally respond to the message. • slang or jargon that, if used, is appropriate for purpose and message. • effective use of the technical language necessary to make the content clear. • almost entirely correct grammar and usage. 	<p>4 The language is original, practical, appropriate to audience and supports the message. The speaker has</p> <ul style="list-style-type: none"> • words that work but lack expression, precision, or energy and do not create a strong impact. • attempts at colorful language that occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. • slang or jargon that, if used, does not detract from the message or purpose. • competent, practiced use of the technical language necessary to make the content clear. • grammar and usage that are usually correct.
<p>3 The language works but is ordinary. Often the speaker does not use variety, communicating in an ordinary way with familiar words and phrases. The speaker has</p> <ul style="list-style-type: none"> • words that rarely create a strong impact; expressions seem ordinary and general, with too many clichés and overused expressions. • attempts at colorful language that are awkward and forced. • slang or jargon that, if used, does not fit the speech or purpose and is not effective. • attempted to use technical language to make the content clear. • distracting lapses in grammar and usage; misused or inaccurate words may sometimes appear. 	<p>2 The language is awkward, dull or misused. The speaker has</p> <ul style="list-style-type: none"> • words that are flat or vague; colorful language, if attempted at all, is exaggerated and forced. • inappropriate or ineffective use of slang or jargon. • misunderstood, misused or underused technical language. • frequent errors in grammar and usage that interfere with meaning. 	<p>1 The language is so vague, careless, awkward and/or missing in detail that only the most general sort of message comes through. The speaker has</p> <ul style="list-style-type: none"> • words that are vague, weak or just plain wrong; no attempt at fresh or colorful language. • inappropriate or ineffective use of slang or jargon. • no evidence of the ability to use technical language. • significant errors in grammar and usage that may compromise meaning and speaker credibility.

Delivery*

Choosing verbal and nonverbal techniques that enhance the message

<p>6 The speaker’s skillful control of the craft and use of technique bring about a thoughtful response from the audience. The speaker has</p> <ul style="list-style-type: none"> consistently effective eye contact that commands the audience’s attention. exceptionally clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. consistently effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), that clarify the meaning of and increase the interest in the message. a natural, fluent delivery; few, if any, space fillers such as “um,” “ya know,” “like,” “...and...,” etc. One sentence flows smoothly into the next. consistently skilled use of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message with energy and enthusiasm. 	<p>5 The speaker’s control of the craft and technique contributes to the effectiveness of the message. The speaker has</p> <ul style="list-style-type: none"> effective eye contact that helps the audience to pay attention. clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud), that clarify the meaning of and increase the interest in the message. fluent delivery; infrequently used space fillers such as “um,” “ya know,” “like,” “...and...,” etc. skilled use of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message with energy and enthusiasm. 	<p>4 The speaker demonstrates control of the technique. Minor weaknesses, while perhaps noticeable, do not detract from the message and purpose. The speaker has</p> <ul style="list-style-type: none"> eye contact with some members of the audience. mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud), that are appropriate to audience and purpose. smooth delivery with some minor breaks in the flow. control of nonverbal techniques such as facial expressions, gestures, body movements, and stage presence, that helps convey the message.
<p>3 The speaker has limited control of the technique. Delivery may have memorable moments, but weaknesses, such as reading the content and other errors, detract from the message or purpose. The speaker has</p> <ul style="list-style-type: none"> minimal eye contact with audience; some reading of content. some enunciation or pronunciation problems (word endings or beginnings may be dropped, and some words may run together). some inadequacies in voice variations, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow), and volume (soft/loud). a delivery that is somewhat halting with occasional space fillers such as “um,” “ya know,” “like,” “...and...,” etc. inconsistent control of nonverbal techniques (facial expressions, gestures, body movements, stage presence). 	<p>2 The speaker shows little control of the technique. Problems interfere with the listener’s ability to understand and maintain interest. The speaker has</p> <ul style="list-style-type: none"> little or no eye contact; reads the speech. enunciation that is frequently unclear or incorrect pronunciation. frequent inadequacies in voice; tends to speak in a monotone, at times too fast/slow or too soft/loud, or overall pitch may be high or strained. a halting delivery with frequent distracting space fillers such as “um,” “ya know,” “like,” “...and...,” etc. very limited control, if any, of nonverbal techniques (facial expressions, gestures, body movements, stage presence). 	<p>1 The speaker demonstrates little control of the craft and technique. Errors distract from the communication. The speaker has</p> <ul style="list-style-type: none"> no eye contact or total dependence on notes. unclear enunciation or pronunciation that is frequently incorrect. a voice that is monotone or too soft to hear; a dull or rambling delivery that lacks voice inflection; rate that is too fast or too slow. a halting delivery that seriously detracts from the speaker’s credibility and message. no control of nonverbal techniques (facial expressions, gestures, body movements, stage presence) that are distracting.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

STUDENT CHECKLIST

Students: Your speech will be evaluated in four areas – ideas and content, organization, language and delivery. Below are statements summarizing the skills you need to demonstrate in each area. Use this checklist as you prepare your presentation.

Ideas and Content

- My speech has a clear purpose and main ideas stand out.
- I use clear details that support the main idea.
- I am familiar with my topic.
- I have thought about my audience. I have tried to make my message clear to my audience

Organization

- My presentation is easy to follow.
- I tell things in an order that makes sense.
- I have an effective beginning, middle, and end.
- My conclusions are clear and valid.
- My transitions flow smoothly.

Language

- I choose words that are expressive and accurate.
- I use proper grammar.
- I use humor when appropriate or words to convey the seriousness of my topic when appropriate

Delivery

- I make eye contact with the audience.
- I speak at an appropriate speed and volume and my voice is energetic
- I speak fluently without unnecessary fillers like “um” or “like”.
- My body language matches the tone of the speech and does not distract the audience.

Speaking Standard Scoring Guide

Benchmark I (2-3)*

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Thoroughly developed
- 4. Proficient: Exceeds the standard
- 3. **Developing: Meets the standard**

Name _____

Date _____

Assignment _____

Scored by _____

Ideas and Content <i>Explaining my topic or message</i> Score: _____	Organization <i>Planning and using clear connections from beginning to end</i> Score: _____	Language** <i>Choosing words carefully to create a picture in the listener's mind</i> Score: _____	Delivery <i>Information presented clearly</i> Score: _____
<ul style="list-style-type: none"> <input type="checkbox"/> My main ideas are clear. <input type="checkbox"/> I chose details that fit the message. <input type="checkbox"/> I chose ideas that are interesting to the listeners. 	<ul style="list-style-type: none"> <input type="checkbox"/> My beginning leads to the main ideas. <input type="checkbox"/> The order of my speech is easy to follow. <input type="checkbox"/> I have a planned ending to my speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I try to use interesting words. <input type="checkbox"/> I try to make few mistakes in use of words and grammar. 	<ul style="list-style-type: none"> <input type="checkbox"/> I look at my audience some of the time. <input type="checkbox"/> I speak at the right speed and volume most of the time. <input type="checkbox"/> I try not to pause or use space fillers (uh, like, um, and, etc.) <input type="checkbox"/> I use some gestures and facial expressions.

Reynolds School District

* The standard for Pre-Benchmark and Benchmark I is a '3'. This scoring guide represents a '3'.

** While language skills are being developed in the classroom, students should be given feedback for instructional purposes. Students will not be required to meet a standard score in "language" until Benchmark 2.

Speaking Standard Scoring Guide

Benchmark II

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Exceeds the standard
- 4. Proficient: Meets the standard**
- 3. Developing: Basic but inconsistent

Name _____

Date _____

Assignment _____

Scored by _____

Ideas and Content <i>Explaining my topic or message</i> Score: _____	Organization <i>Planning and using clear connections from beginning to end</i> Score: _____	Language <i>Choosing words carefully to create a picture in the listener's mind</i> Score: _____	Delivery <i>Information presented clearly</i> Score: _____
<ul style="list-style-type: none"> <input type="checkbox"/> I clearly present the main idea. <input type="checkbox"/> I use some supporting details that fit the purpose. <input type="checkbox"/> I make adequate connections or conclusions. <input type="checkbox"/> I use accurate resources to support my ideas. <input type="checkbox"/> I present ideas and details that fit the audience or purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I have a well-developed beginning that leads to the main idea. <input type="checkbox"/> I organize ideas or details that make my message easy to follow. <input type="checkbox"/> I use connecting words that keep my speech together. <input type="checkbox"/> I use a planned ending that matches the message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that communicate my message. <input type="checkbox"/> I use correct or appropriate grammar. <input type="checkbox"/> I use slang, when appropriate, or technical language only to enhance my message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some of my audience. <input type="checkbox"/> I speak clearly and pronounce words correctly. <input type="checkbox"/> I speak at an understandable speed and volume. <input type="checkbox"/> I speak smoothly using few space fillers (um, uh, like, and). <input type="checkbox"/> I speak with an interesting voice and use appropriate gestures.

Speaking Standard Scoring Guide

Benchmark III

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Exceeds the standard
- 4. Proficient: Meets the standard**
- 3. Developing: Basic but inconsistent
- 2. Emerging: Fragmented or incomplete
- 1. Beginning Little or no application of knowledge and skills

Name _____

Date _____

Assignment _____

Scored by _____

Ideas and Content <i>Explaining my topic or message</i> Score: _____	Organization <i>Planning and using clear connections from beginning to end</i> Score: _____	Language <i>Choosing words carefully to create a picture in the listener's mind</i> Score: _____	Delivery <i>Information presented clearly</i> Score: _____
<ul style="list-style-type: none"> <input type="checkbox"/> I have a clear purpose and clear main ideas. <input type="checkbox"/> I use supporting details that are relevant, but may not be consistently strong or credible. <input type="checkbox"/> I use valid connections or conclusions, although only one point of view may be included. <input type="checkbox"/> I have chosen and cited resources, when appropriate, that provide accurate and adequate support. <input type="checkbox"/> I made a successful attempt to adapt content and details to the audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use an effective introduction that brings the audience to the topic. <input type="checkbox"/> I have clear organizational structure that is relatively easy to follow. <input type="checkbox"/> I use transitions that work, but that may be basic or predictable. <input type="checkbox"/> I use details that fit within a planned structure. <input type="checkbox"/> I have a planned conclusion that may lack refinement, but matches the content and purpose of the speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that communicate my message. <input type="checkbox"/> I use correct or appropriate grammar. <input type="checkbox"/> I use slang, when appropriate, or technical language only to enhance my message. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some members of the audience. <input type="checkbox"/> I use mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. <input type="checkbox"/> I use reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), which are appropriate to audience and purpose. <input type="checkbox"/> I use a smooth delivery with some minor breaks in the flow. <input type="checkbox"/> I have control of non-verbal techniques, such as facial expressions, gestures, body movements and stage presence, which helps convey the message.

Speaking Standard Scoring Guide

CIM Level

Scoring Key

- 6. Exemplary: Exceptional and memorable
- 5. Strong: Exceeds the standard
- 4. Proficient: Meets the standard**
- 3. Developing: Basic but inconsistent

Name _____

Date _____

Assignment _____

Scored by _____

<p>Ideas and Content <i>Explaining my topic or message</i></p> <p>Score: _____</p>	<p>Organization <i>Planning and using clear connections from beginning to end</i></p> <p>Score: _____</p>	<p>Language <i>Choosing words carefully to create a picture in the listener's mind</i></p> <p>Score: _____</p>	<p>Delivery <i>Information presented clearly</i></p> <p>Score: _____</p>
<ul style="list-style-type: none"> <input type="checkbox"/> I have a clear purpose and clear main ideas. <input type="checkbox"/> I have supporting details that are relevant, but may not be consistently strong or credible. <input type="checkbox"/> I use valid connections or conclusions, although only one point of view may be included. <input type="checkbox"/> I have chosen and cited resources, when appropriate, that provide accurate and adequate support. <input type="checkbox"/> I made a successful attempt to adapt content and details to the audience and purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use an effective introduction that brings the audience to the topic. <input type="checkbox"/> I have clear organizational structure that is relatively easy to follow. <input type="checkbox"/> I use transitions that work, but that may be basic or predictable. <input type="checkbox"/> I use details that fit within a planned structure. <input type="checkbox"/> I have a planned conclusion that may lack refinement, but matches the content and purpose of the speech. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use words that work but lack expression, precision or energy and do not create a strong impact. <input type="checkbox"/> My attempts at colorful language occasionally evoke an appropriate emotional response from the audience, but at times may seem awkward or overdone. <input type="checkbox"/> I use slang or jargon, when appropriate, that does not detract from the message or purpose. <input type="checkbox"/> I have competent, practiced use of the technical language necessary to make the content clear. <input type="checkbox"/> I use grammar that is usually correct. 	<ul style="list-style-type: none"> <input type="checkbox"/> I make eye contact with some members of the audience. <input type="checkbox"/> I use mostly clear, correct enunciation and pronunciation; regional or native accents may vary from established local pronunciation patterns. <input type="checkbox"/> I use reasonably effective variations and changes in voice, such as tone of voice (emotional quality), inflections (rise/fall), rate (fast/slow) and volume (soft/loud), which are appropriate to audience and purpose. <input type="checkbox"/> I use a smooth delivery with some minor breaks in the flow. <input type="checkbox"/> I have control of non-verbal techniques, such as facial expressions, gestures, body movements and stage presence, that helps convey the message.

Student Speech Evaluation

☆ Please score yourself on the speech you presented. Use the rating comments and numbers below.

- 6. **Exceptional**
- 5. **Exceeds the standard**
- 4. **Meets the standard**
- 3. **Basic but inconsistent**
- 2. **Fragmented or incomplete**
- 1. **Little or no application of knowledge and skills**

<u>Ideas and Content</u>	<u>Organization</u>
<p>Explaining my topic or message I...</p> <ul style="list-style-type: none"> ◆ clearly presented the main idea. ◆ used some supporting details that fit the purpose. ◆ made adequate connections or conclusions. ◆ presented ideas and details that fit the audience or purpose. ◆ timed my speech between 5-8 minutes. <p style="text-align: right;">Score _____</p>	<p>Planning and using clear connections from the beginning to the end I...</p> <ul style="list-style-type: none"> ◆ had a well-developed beginning that lead to the main idea. ◆ organized ideas or details to make the message easy to follow. ◆ used connecting words that kept the speech together. ◆ used a planned ending that matched the message. <p style="text-align: right;">Score _____</p>
<u>Language</u>	<u>Delivery</u>
<p>Choosing words carefully to create a picture for the listeners I...</p> <ul style="list-style-type: none"> ◆ used words that communicated the message. ◆ used correct and appropriate grammar. ◆ used appropriate language to enhance the message. <p style="text-align: right;">Score _____</p>	<p>Information presented with Pizzazz! I...</p> <ul style="list-style-type: none"> ◆ made eye contact with all students at least once. ◆ spoke clearly and loudly. ◆ spoke at an understandable rate. ◆ spoke smoothly using few fillers (umm, oh, like, and). ◆ spoke with an interesting voice using pizzazz! ◆ interacted with the audience. <p style="text-align: right;">Score _____</p>

**Peer
Evaluation
of Demonstration Speech**

Speaker _____	Evaluator _____					
	6	5	4	3	2	1
1. Eye Contact	()	()	()	()	()	()
2. Poise and Composure	()	()	()	()	()	()
3. Voice Level/Inflection	()	()	()	()	()	()
4. Organization	()	()	()	()	()	()
5. Knowledge of Topic	()	()	()	()	()	()
Comments						

**Peer
Evaluation
of Demonstration Speech**

Speaker _____	Evaluator _____					
	6	5	4	3	2	1
1. Eye Contact	()	()	()	()	()	()
2. Poise and Composure	()	()	()	()	()	()
3. Voice Level/Inflection	()	()	()	()	()	()
4. Organization	()	()	()	()	()	()
5. Knowledge of Topic	()	()	()	()	()	()
Comments						

Name of Rater: _____

Name of Speaker: _____

Title of Speech: _____

Speaking Delivery

HIGHLY SUCCESSFUL

- Speaker kept eye contact for most of the presentation and considered the whole audience.
- The speaker spoke clearly, slowly, loudly, and used an animated voice.
- There were no distracting movements.
- The speaker faced the audience.
- Natural gestures were used.

SUCCESSFUL

- Some eye contact, but maybe directed towards only one area of the audience.
- Normal conversational voice, doesn't show confidence.
- Voice is forceful but not real animated.
- A few distracting movements.
- Few or unnatural gestures.

NOT YET SUCCESSFUL

- Very little or no eye contact.
- Mumbled or soft (quiet) voice or spoken in monotone.
- Swaying, shifting of weight, or distracting movements.
- Back to audience during part of speaking.
- No gestures.

Your score on delivery is _____.

Comments:

Submitted by: Susan Smith, Corbett Elementary, Corbett SD

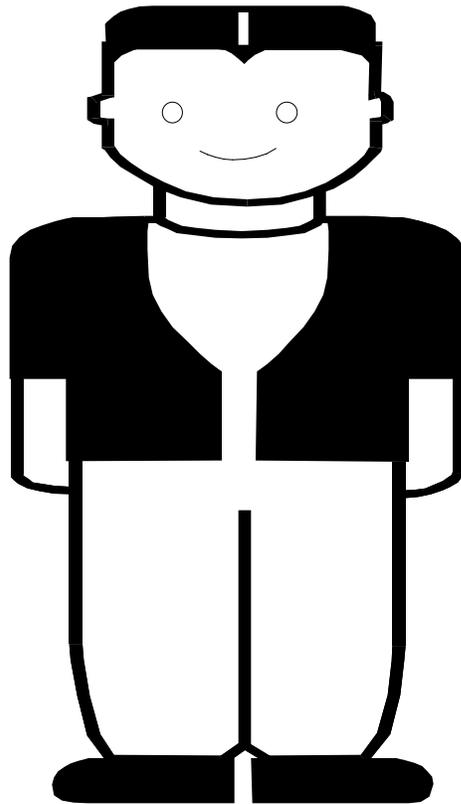
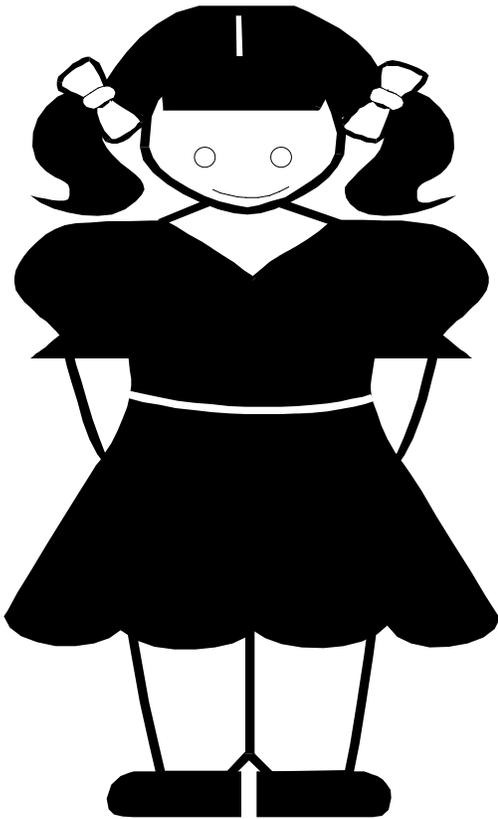
Primary Scoring Guide

_____ I look at the group.

_____ I speak loudly and clearly.

_____ I stand up straight with my hands away from my mouth.

_____ I talk about one idea, only.



Peer Evaluation of Persuasive Speeches

☆ Your opinion of how your fellow students deliver their speeches is very important. We all need each other's input to help us improve. Your POSITIVE comments and criticisms are essential in pointing out to us what we do well and what we can improve on.

☆ Below is a list of questions you will need to answer during the speech you will be evaluating. Please remember to be positive and supportive. Giving a speech is often very intimidating and frightening for some.

Was the topic stated clearly? Yes No

Identify something positive about the speaker's "hook".

Name a way in which the speaker could have improved their "hook".

Did the speaker have informative facts to support their opinion? Yes No

Identify the two most positive aspects of the speech.

Name one way the speaker could improve their speech.

Was the speech free of distracting behaviors? (Did they use their hands properly? Did they avoid saying, "um, ya know?, like,....."?)

On a scale of 1-6 how would you rate the quality of the speech? Why?

Rating to agree with the Scoring Guide

Peer Feedback Form →

Peer Feedback

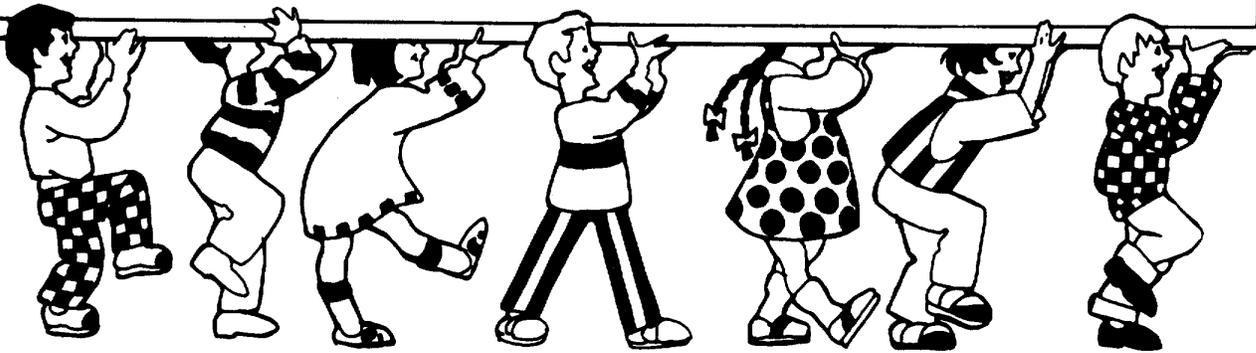
Before a student gives a speech, ask them to hand out the half sheets below to two classmates for their scores and comments.

Name _____	Date _____
Type of Speech _____	Title of Speech _____
Ideas and Content <input type="checkbox"/>	Comments:
Organization <input type="checkbox"/>	
Language <input type="checkbox"/>	
Delivery <input type="checkbox"/>	

Name _____	Date _____
Type of Speech _____	Title of Speech _____
Ideas and Content <input type="checkbox"/>	Comments:
Organization <input type="checkbox"/>	
Language <input type="checkbox"/>	
Delivery <input type="checkbox"/>	

Audience Participation Activity

- ☆ Have each student speaker make up a "prepared" question based on the subject of his/her presentation. (This question can be typed or handwritten and then duplicated for each student.)
- ☆ The speaker passes out the question at the beginning of the presentation.
- ☆ The audience members have to listen closely and take notes to determine the answer.



Effective Listening Activity

Grade Level: 4-6

Performance Objective: Following a general discussion of how good listeners behave, students will differentiate listening behaviors from non-listening behaviors from a list.

Outline of Lesson

1. Write "Behave like a listener" on the board and ask students, "How do good (effective) listeners behave?"
2. Ask students to give answers orally that are recorded on board or in writing on their own paper to use during a discussion.
3. Throughout the discussion, lead students to discover these qualities: Good listeners make bodies ready for listening task, use nonverbal behaviors – posture, eye contact, body movement – all say "I am listening", give verbal responses such as asking questions and making comments about the information.
4. Give students the following list of behaviors and ask them to put a check beside the behaviors an effective listener would exhibit:
 - a. Look out the window (no)
 - b. Doodling in your notebook (no)
 - c. Writing down important points the speaker makes (yes)
 - d. Looking directly at the speaker when he/she talks (yes)
 - e. Bringing up a new topic instead of answering the speaker (no)
 - f. Nodding and saying "um hmm" and "o.k." as the speaker talks (yes)
 - g. Playing with your pencil (no)
 - h. Leaning forward slightly in your seat (yes)
 - i. Cutting into the speaker's comments to ask your question (no)
 - j. Smiling and/or frowning as you respond to different comments the speaker makes (yes)
5. Review/discuss student responses.
6. Discuss: When you are the speaker, how does it make you feel when someone uses the behaviors you have checked (listening behaviors)? How does it make you feel when someone uses the non-listening behaviors when you are the speaker?
7. Variation: Follow the discussion with a quick partner activity. Divide class into dyads. Person A speaks on a given topic for one minute, while person B uses several of the non-listening behaviors from the list. Have students discuss their reactions/feelings. Switch roles if time permits.

Listening Scoring Guide

_____ I look at the speaker

_____ I listen to the speaker.

_____ My body is quiet.

_____ I raise my hand when I want to talk.

