



A Resource Guide for K-12 Teachers

Successful Speaking for Oregon Students

- ⦿ Teaching Ideas
- ⦿ Student Handouts
- ⦿ Speaking Activities

Created by the Multnomah Education Service District
Sponsored by the Oregon Education Association



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Table of Contents

Introduction

Teaching Strategies and Student Handouts

1. Overview of Speaking Assessment
General background information on the Oregon state standards, resources, and guidelines for student speeches.....1
2. Preparing and Delivering Speeches
Instructional strategies and support materials including sample speech outlines and presentation tips.....27
3. Assessing Student Speeches
Classroom management ideas, official and student language speaking scoring guides, and ideas for audience participation.....57

Sample Speaking Activities

4. A collection of benchmark speaking activities contributed by Oregon classroom teachers

Benchmark I.....90
Benchmark II.....107
Benchmark III.....121
CIM.....139

Introduction

Not everyone can become a spellbinding orator like Dr. Martin Luther King, Jr. or Winston Churchill, speaking confidently and persuasively in front of a large group. However, it is possible to teach students the fine art of speaking and effective communication for a variety of audiences and purposes.

Teachers across the state of Oregon are asking students to create and deliver speeches as part of their collection of evidence showing progress toward state standards. However, many educators do not have a background in speaking instruction or do not feel confident in helping students meet this standard.

This **Speaking Resource Guide** has been developed to provide teaching strategies for public speaking and to share a collection of quality classroom speaking activities at each Benchmark level. This document compliments speaking assessment resources developed by the Oregon Department of Education (ODE).

Inside the Resource Guide you will find official and student speaking scoring guides, suggestions and score sheets for evaluating student presentations, and additional information from the ODE regarding the variety of presentations necessary to meet the benchmark Performance Standards.

Other features include suggestions on finding an appropriate topic through “brain mapping”, creating and delivering a successful speech, using visual aids, crediting sources, and minimizing speech anxiety.

The latter part of this Resource Guide contains both general ideas for speeches and actual speaking activities which have been successfully used in Oregon classrooms. Although the tasks are divided by Benchmark I, II, III and CIM, please adapt any of these activities to fit the needs of your classroom and students. Also, feel free to photocopy any of the student handouts.

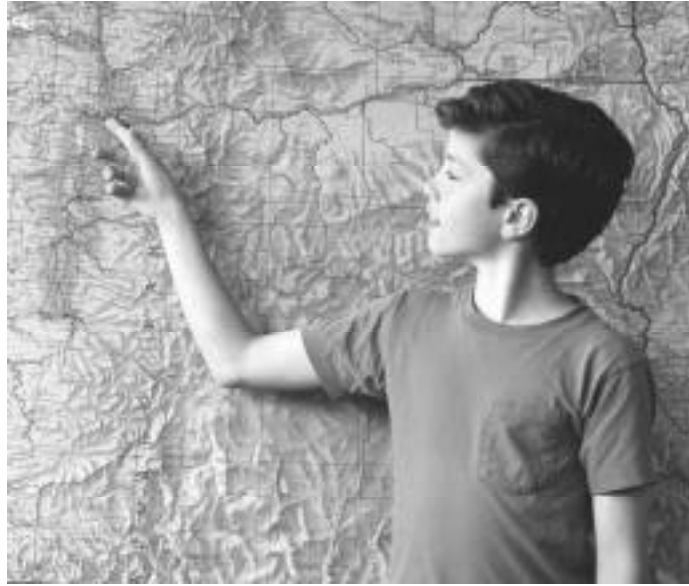
We hope that this Resource Guide will help you become an effective teacher of speaking and that your students will create, organize and deliver polished and dynamic speeches.

Penny Plavala and Brian Goldman
Multnomah Education Service District

Penny Plavala, School Improvement Specialist and Brian Goldman, Measurement Specialist work for the Multnomah Education Service District (ESD) in Portland, Oregon.

The Multnomah ESD provides cost-effective, regional educational services to Multnomah County schools. These services include special and alternative education, school nursing, networking and information technology, environmental education, school improvement and a variety of other direct and administrative services and support.

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Overview of Speaking Assessment

- ◎ Background and Resources
- ◎ Length of Presentation
- ◎ Audience Considerations
- ◎ Visual Aids
- ◎ Suggestions for Scoring Presentations
- ◎ Opportunities for Revision
- ◎ Crediting Sources
- ◎ Unrehearsed Speaking Tasks
- ◎ Definitions of Speaking Modes
- ◎ Domain Specifications
- ◎ Sample Entry Sheets

Background and Resources

In 1996, Oregon established standards of student performance in English, giving teachers and students a common goal. The Communication standard requires students to “speak effectively for a variety of audiences and purposes.”

To measure student progress toward these standards, teachers are creating classroom assignments in speaking (work samples) and assessing students using the official scoring guide.

The Oregon Department of Education has produced three important resources to assist teachers in the process of instruction and assessment of student speaking.

- ***Teaching and Learning to Standards***

This publication offering information on the number of work samples required at each grade level, ideas for teaching in a standards-based system, suggestions for creating performance assessments, and additional information for the classroom teacher. This document is available by visiting the ODE website at www.ode.state.or.us or calling (503) 378-3310 ext. 485.

- ***Oregon Speaks: Classroom Speaking Assessment***

This new video series highlights student speeches that meet or exceed benchmark standards. Educators are encouraged to use these example speeches with students when teaching the speaking scoring guide. The set of four videos (one for each benchmark) is available at school district offices and local education service districts.

- ***Hitting the Mark in Speaking Assessment***

This set of teacher training videos includes an introduction tape providing an overview of the scoring guide and four additional tapes with benchmark student speeches for use in practice scoring sessions. Contact your local ESD. .

For more information about the speaking assessment, please contact Ken Hermens, Assessment Specialist, Oregon Department of Education at ken.hermens@state.or.us or (503) 378-5585 ext. 247.

Length of Presentations and Preparation Time

Although individual districts may set minimum and/or maximum times for the length of speaking presentations, there are some general guidelines that should be considered.

1. Time should not be the primary factor to determine if a speech meets the requirements for a particular benchmark. If a speech receives scores meeting the standard on the official scoring guide, the fact that it fell below a suggested minimum length should not prevent it from inclusion in the student's collection of evidence. Speeches that are unusually brief will most likely score low in the areas of Ideas and Content and Organization and would be nonstandard for that reason, not because they failed to meet a standard of length.
2. Time limits placed on third grade presentations should be aligned with those for fifth grade speeches. (The same for fifth, eighth and tenth.) It would be inappropriate to ask more of a younger student since the older students should show more sophistication and skill in their speaking ability.
3. The expectation for a prepared speech would probably be higher both in terms of the length and the quality of the presentation than it would be for an unrehearsed speech. A two or three-minute rehearsed speech for a third or fifth grade presentation would probably be appropriate. A three to five-minute minimum for an eighth and tenth grade rehearsed presentation is appropriate for both an expository and persuasive speech. Unrehearsed speeches (where students are given at most 15 to 20 minutes to prepare) would be somewhat shorter, perhaps 2 to 3 minutes in length.
4. Similar to writing, a student's best work is usually developed over a period of time. Even the best speakers will benefit from activities that help polish the presentation during its preparation. While some of this preparation can occur outside of the classroom, a reasonable amount of class time should also be allotted. These activities might include:
 - researching the topic
 - organizing the material into an outline
 - making note cards that reflect key ideas and their sequence in the speech
 - creating visual aids (if appropriate)
 - practicing the speech individually and with peer partners or in small groups
5. One excellent method of preparation that can help maximize student success would be to thoroughly familiarize students with the scoring guide. In addition to studying this guide, watching videotapes of scored sample speeches would be an effective class activity. In addition, student language scoring guides have been developed that can be used as a guide for developing a presentation as well as part of the peer reviewing process. By scoring each other's presentations students will learn how to effectively prepare for their own.

Audience Considerations

1. There is no specific number of people that would constitute a "group" which is the term used in the Performance Standards to describe the audience in front of which a presentation must be made. The intent, however, is that speeches be given to the rest of the class if they are given in a classroom setting. While presenting to small groups in a corner of the room is good preparation, it should not replace a more formal presentation in front of the entire class.
2. Speeches can also be assessed when given to groups outside of the classroom.
Possible venues might be:
 - school board meetings
 - student body assemblies
 - civic groups
 - faculty meetings
 - speech competitions

In these settings the size of the audience may vary. The key requirement is that the student's presentation is assessed by a trained rater using the official speaking scoring guide.

3. In classroom settings where there is some control over the audience, instruction should be given in appropriate listening behavior so that the speaker can make the most effective presentation possible.

While districts are not required to do a formal listening assessment, it is a skill that is part of the Common Curriculum Goals and should be addressed in the context of watching presentations.

Visual Aids

Visual aids (two and three-dimensional) can be an effective tool in presentations for both the speaker and the audience. For audience members, they can provide additional information that adds to their understanding of the topic being discussed.

For the speaker, visual aids can fulfill several functions:

- They can give the presenter something to refer to in order to keep the speech organized and flowing smoothly;
- They can provide the speaker with opportunities to use gestures and movement as important information can be pointed to;
- They can make a speaker more comfortable since it gives an audience something to look at rather than giving the impression of "staring" at the speaker.

While there is no requirement that visuals aids be used and nothing in the scoring guide specifically relates to their use, they certainly should be considered when designing a speaking task.

Speeches Outside the "Speech" and "English" Classrooms

There is no reason to limit speaking opportunities to speech and/or English classrooms — although they certainly can and should occur there. Especially in the upper grades (7 through 10), activities in other content areas such as science and social studies lend themselves to oral presentations. The following section includes a list of different types of tasks that could be used to satisfy the speaking component of the Performance Standards.

Potential Tasks for Speaking Assessments

While the following is by no means a complete list, it does give an idea of the rich range of topics that could be used as ways to elicit work samples in the area of speaking. Keep in mind, though, that no matter where an assessment takes place, it does need to be scored by a trained rater using the Official Scoring Guide.

- Classroom reports on noted individuals: authors, inventors, scientists, historical figures, artists, celebrities, sports figures, politicians
- Classroom reports on places: countries, cities, monuments, tourist attractions, natural wonders, civilizations throughout history
- Classroom reports on notable events: battles, discoveries, disasters, historical events, sporting events
- Classroom reports on phenomena: natural (e.g., Northern Lights, Black Holes, hurricanes, volcanoes, etc.) and unnatural (ESP, UFO's, etc.)
- Reports on experiments/labs done in a science class
- Debates on public issues in a social studies class
- News editorial on a controversial issue pertaining to the school, community, state or nation
- Analysis of a work of art (e.g., a poem, novel, short story, play, painting, sculpture, a vocal or instrumental piece of music, a dance)
- Campaign speech at a school assembly
- Report on an Future Farmers of America project
- Persuasive speech on environmental, legal, educational, social or political issues

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- Reports on student exchange experiences to rotary clubs or other sponsoring civic groups
 - Reports on a specific occupation and the training skills required to qualify for a job in that field

* Note: Please see specific speaking activities in second half of this document.

It should be noted that the speaking assessment can be done in conjunction with other types of assessments. For example, a written report that covers the material used in a speech could be scored using the writing scoring guide and be included as part of the writing component of the collection of evidence.

An analysis of a poem or novel could be structured in such a way that it could be scored using the Reading Scoring Guide and be used as a Reading/Literature work sample.

As scoring guides are developed for other content areas such as social studies and science, projects targeted for those areas could include speaking tasks which could then be used as one of the speaking work samples. The more speaking becomes a regular part of classroom activities, the more proficient students will become when they are faced with an actual assessment.

Documentation of Student Speeches

After scoring a speech, you may be required by your district to fill out an entry sheet. (Sample entry sheets are provided in this section.) These list the type of work sample completed, date of completion and scores received. They include a space for the raters written comments and several signatures verifying that the speech is the student's original work. Entry sheets may include the student's reflection on the speech and why it is included in the collection of evidence.

If the speech was videotaped, be sure to note on the entry sheet the title or number of the videotape and where it is stored so it can be located later.

The entry sheet need not be the only tangible evidence of a speaking assessment. To further substantiate the assessment, the following items could also be used:

- From the rater – an explanation of how the student's scores relate to key points on the scoring guide.
- From the student – a reflection piece written soon after giving the speech; a list of resources used and/or an outline or manuscript of the presentation.

These are just suggestions. Districts may set their own requirements for evidence to include in the collection of student work.

Suggestions for Scoring Presentations

All presentations used as part of a student's collection of evidence should be scored by trained raters using the Official Speaking Scoring Guide. Other considerations relating to scoring:

Who Should Score

Questions have been raised as to whether a teacher should score his or her own students' presentations. As long as the teacher has been trained in using the Speaking Scoring Guide, this should not be a problem.

However, to make sure that bias is not an issue in the scoring, the teacher could verify the validity of the scores by having another trained rater present for a few speeches to independently give scores. Comparing the two sets of scores should give an indication of the validity of the classroom teacher's scoring.

Videotaping Presentations

If it is feasible to videotape presentations, it might be a good idea to do so. This does not mean that the actual videotape needs to be physically present in the student's collection of work. A notation could be made on the entry sheet that corresponds to one made on the actual tape which could be kept elsewhere. This way a separate tape does not have to be kept for each individual student. Keeping a videotape would be most useful at the CIM level where certification is required.

Peer Scoring

When students are practicing their speeches on the days prior to the scored presentations, encourage them to use the Student Language Scoring Guide to evaluate their peers. This activity can be managed effectively by having a student rotate to groups of four or five peers – repeating their speech several times for small audiences.

On the day of the scored presentations, ask audience members to fill-out a speaking evaluation form for each speaker. The observers can be assessing one or two traits of the scoring guide or all four. Encourage them to write constructive comments to provide additional feedback for the speaker.

Opportunities for Revision

The area of speaking is unlike other areas such as writing where conditions easily allow for revision of work that may not meet a standard the first time it is scored. Since the Performance Standards state that presentations take place before a group, students may only have one opportunity per speaking activity to meet the scoring standards; time will probably not allow for a student to give the same presentation again and again in front of an audience. It becomes increasingly important, then, for preparation to be so thorough that a student gives the best performance possible, hopefully one that meets the standard the first time a speech is given before a large group.

If time allows and a teacher wishes to, a student can revise a presentation and give it again. This might work best where there are multiple sections of a given class or the speech is related to the work being done in another content class, and the student can be brought in to present to a new audience. These are only a few methods to accommodate the student who fell just short of receiving scores that meet the standard in the area of speaking. The important element of the assessment to remember is that it must be done by a trained rater. It would also be crucial to provide a student with multiple opportunities to obtain work samples so that meeting a benchmark is not reliant upon the minimum number of presentations.

Crediting Sources

In order to achieve a score of 4 in Ideas and Content, students at the eighth and tenth grade levels are required to cite their sources. (This would apply only to prepared speeches and not to the unrehearsed presentation at the tenth grade level.) The scoring guide specifically states: "The communication is characterized by use and citation of resources, when appropriate, that provide accurate and adequate support." The scoring guide also states that students not only cite their sources when appropriate but locate resources that are credible.

With the persuasive speech, this would mean that as the student presented statistics or quoted material to support arguments or contentions, the source for the information would be identified (e.g., "According to the Department of Transportation, more than 20,000 people each year die in traffic accidents.")

For an expository (informative) speech, the student would identify where specific facts or details were found within the presentation itself, when appropriate.

To further solidify their scores in this area, students could turn in a bibliography of sources to show where they obtained their information. However, the scoring guide does indicate that there should be some citation that occurs during the speech itself.

Unrehearsed Speaking Tasks

Unrehearsed tasks assessed at the tenth grade level will need some special planning in order to be completed successfully. The following guidelines will be helpful in designing these tasks.

1. The Performance Standards allow for preparation time "limited to about 15-20 minutes." Unless a school is on a block schedule, a typical period may not allow enough time for a significant number of students to prepare and present a speech on a single day. It is possible to schedule other activities that take place while a few students are preparing their unrehearsed speeches, but this may not be the most effective use of time.

As an alternative, teachers might limit the time of preparation to 5 to 10 minutes with each student using the time during the presentation of the previous speaker, as well as some critique time, to prepare his or hers. If a teacher wanted to give 15 minutes of preparation time, students could draw topics at 5 minute intervals with the first speech beginning 15 minutes after the topic was drawn, a schedule which could be maintained if each presentation/feedback session lasted 5 minutes.

2. However much time is given to preparation, students will need instruction and practice on strategies that will allow them to use the available time as efficiently as possible to produce the best possible results. This could include experience developing a three-part organization with an attention-getting introduction, a body that consists of three or more major points, and a summation or conclusion.
3. Developing topics that will appeal to students and that will allow them to draw from their existing knowledge is crucial to their success on unrehearsed presentations. There are several ways that this could be accomplished. One way is to have the students write the potential topics themselves keeping in mind that they are unlikely to draw the specific topics they have written. Another method would be to choose topics that have been discussed in class so that some material would at least be familiar to them. A third option is to let students know that topics will address issues that are currently in the news so they will be motivated to watch news broadcasts and read newspaper and magazine articles.
4. However topics are developed, students should be given the chance to draw three potential topics and choose which one they would feel most comfortable speaking about. Limiting a student to drawing one topic could result in poor performance based on a topic unfamiliar to the student.

Definitions of Speaking Modes

In order to have a clearer view of what is required by the eighth and tenth grade Performance Standards, it would be helpful to refer to a standard definition of what is meant by "informative" and "persuasive" speeches.

Expository (Informative)

An expository or informative speech provides information, explains, clarifies, or defines. The speaker informs or adds to the audience's understanding through a presentation of key points, explanations, and supportive details. The speech contains clear ideas that are focused and fully explained. When appropriate, the presenter has utilized a variety of credible resources to gather accurate, relevant information that provides a strong base of support in the form of facts, examples, illustrations, incidents, or explanations.

Visual aids may be used to add detail to the speech or to clarify a point the speaker is attempting to make. Strong speakers show a concern for audience and purpose by carefully selecting words and details; they also recognize that greater distance may be required in a formal presentation than in an informal one, but that expository speaking can be lively, engaging, and indicative of the speaker's commitment to the topic.

Persuasive

Persuasive speaking attempts to convince the audience to agree with a particular point of view and/or to persuade members of the audience to take specific action. The topic must be debatable; there are clearly reasons for more than one point of view.

Persuasive speaking differs from expository (informative) in that it does more than explain; the speaker also takes a stand and endeavors to persuade the listener to take that same stand. Strong persuasive speakers support their clearly stated position with reasoned arguments supported by credible evidence, facts, anecdotes, and statistics; if used, emotional appeals are well-balanced by these and other objective forms of documentation. Strong speakers also address other points of view, but acknowledge or counter points without seeming to shift positions. When a specific audience has been identified, the nature of the arguments and the style of presentation are designed to appeal to that audience.

For the tenth grade standard, students must also complete an unrehearsed presentation. Below is a description of that type of presentation:

Unrehearsed Presentation

An unrehearsed presentation is one where the student is given no time (impromptu) or very limited period time (extemporaneous) to prepare for giving a speech. The primary purpose for such an assignment is to assess a student's ability to "think on his/her feet", a skill that has wide application to situations encountered in life.

These might include:

- responding to questions during a job interview or training session
- expressing one's views in a public or semi-public forum
- making an unexpected presentation to an employer or employees in the workplace, etc.

To make this speaking experience as beneficial and low-stress as possible, effort should be made to ensure that the available topic or topics are familiar and are of some interest/importance to the student. In the brief preparation time available (no more than 20 minutes), the strong speaker will be able to develop an attention-getting introduction as well as a plan of attack for the body that will lead to a recognizable conclusion.

Domain Specifications, Speaking
Benchmark I (Grades 1-3)

IDEAS AND CONTENT, Grade 3

<p>Content Standard Communication knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Third Grade Benchmark Convey main ideas with some supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing easily identifiable purpose and main idea(s), although the main idea(s) may be obvious.• using some supporting details, although they may be limited in scope, uneven, somewhat off-topic, too predictable, overly general, or based on questionable information.
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ORGANIZATION, Grade 3

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Third Grade Benchmark Demonstrate organization by developing a beginning, middle and end with some transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing an identifiable beginning, middle and end. (At this level, the beginning and end may be either underdeveloped or obvious.)• attempting sequencing, although attempts may occasionally be unclear and supporting details may be absent or confusing.• attempting transitions, although the same few might be overused.
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Domain Specifications, Speaking
Benchmark I (Grades 1-3)

LANGUAGE, Grade 3	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Third Grade Benchmark</p> <p>There is no standard in the area of language for the third grade benchmark.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none"> • accurately using common words although less common words may sometimes be misused; mistakes in the use of words and grammar do not take away from the message. • using words that fit together and are generally appropriate to the topic, audience and purpose. • making some attempts at colorful language although these may take the form of slang and clichés.

* *While language skills are being developed in the classroom, 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.*

Domain Specifications, Speaking
Benchmark I (Grades 1-3)

DELIVERY, Grade 3

<p>Content Standard</p> <p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Explanation</p> <p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Third Grade Benchmark</p> <p>Demonstrate some control of eye contact and speak at an appropriate rate and volume.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none"> • generally speaking clearly and pronouncing common words correctly; some mistakes on less common words. • speaking at a volume that can be heard by the audience although the speaker may occasionally be too soft. • speaking at a rate that can be understood by the audience although it may sometimes be too fast or too slow. • showing a smooth delivery although there may be an occasional "um" or other space filler. • some use of appropriate gestures and facial expressions, but they may not be used consistently. • making eye contact with members of the audience although the contact may be limited to the teacher or just a few people near the speaker.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	

Domain Specifications, Speaking
Benchmark II (Grades 4-5)

IDEAS AND CONTENT, Grade 5

<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Fifth Grade Benchmark Convey clear, focused main ideas with supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none"> • providing clear and easily identifiable purpose and main ideas. • providing relevant supporting details although they may be overly general or limited in places. • providing content and selected details that consider audience and purpose although they may not be consistently well chosen.
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ORGANIZATION, Grade 5

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Fifth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none"> • developing a recognizable beginning that introduces the audience to the topic. • developing a clearly sequenced body that contains identification of main topics and supporting details about the topics. • using a conclusion (end) that summarizes or retells and communicates an ending without being too obvious. • attempting transitions by using transitional words (e.g., first, then, finally, also).
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Benchmark II (Grades 4-5)

LANGUAGE, Grade 5

Content Standard

Select words that are correct, functional and appropriate to audience and purpose.

Fifth Grade Benchmark

Use descriptive and accurate words appropriate to audience and purpose.

Type of Assessment

Classroom Speaking Assessment

Explanation

This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.

Standard Expectations and Skills

Students demonstrate language skills in their speaking by

- using words that communicate the main idea although they may not paint a picture in the reader's mind.
- the use of a variety of words that seem to fit the topic, audience, and purpose.
- some experimentation with new words or everyday words being used in new ways; occasional mistakes in the use of words and grammar are not distracting.
- using slang only when appropriate and technical words in a way that does not take away from the message.

**Domain Specifications, Speaking
Benchmark II (Grades 4-5)**

DELIVERY, Grade 5	
<p>Content Standard</p> <p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Explanation</p> <p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Fifth Grade Benchmark</p> <p>Demonstrate some control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none"> • speaking clearly and pronouncing common words correctly with a few mistakes on less common words or proper names. • speaking at a volume level that is consistently loud enough to be heard. • speaking at a moderate rate that can be understood by the audience. • maintaining a smooth delivery; breaks or space fillers (e.g., "um") may be present but do not hurt the message. Speaker shows some independence from notes. • using appropriate gestures and facial expressions to help convey the message. • making eye contact with members of the audience although some areas may receive the majority of the focus.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	

Domain Specifications, Speaking
Benchmark III (Grades 6-8)

IDEAS AND CONTENT, Grade 8	
<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Eighth Grade Benchmark Convey clear, focused main ideas with supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing clear and easily identifiable purpose and main ideas.• providing relevant supporting details but they may be overly general or limited in places.• providing content and selected details that consider audience and purpose.• using resources, when appropriate, to provide accurate support.

ORGANIZATION, Grade 8	
<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Eighth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing a recognizable beginning that introduces the audience to the topic.• developing a clearly sequenced body that is easy to follow with accurate placement of supporting details.• using a conclusion (end) that summarizes or retells and communicates an ending.• using transitional words or phrases that are clear although they might be somewhat stilted.

Domain Specifications, Speaking
Benchmark III (Grades 6-8)

LANGUAGE, Grade 8	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Eighth Grade Benchmark</p> <p>Use descriptive and accurate words appropriate to audience and purpose.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none">• using words that communicate the intended message or idea.• the use of a variety of words that fit the topic, audience and purpose.• occasional experimentation with language to add interest and liveliness; grammar and usage are usually correct.• using slang and jargon only when they do not detract from the message or purpose.• competently using necessary technical language to make the content clear.

Domain Specifications, Speaking

Benchmark III (Grades 6-8)

DELIVERY, Grade 8

Content Standard	Explanation
<p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Delivery skills include the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Eighth Grade Benchmark</p> <p>Demonstrate some control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none">• clearly enunciating and correctly pronouncing most words.• some effective use of vocal variation, including changes in tone, rate and volume as appropriate to audience and purpose.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<ul style="list-style-type: none">• speaking at a moderate rate that can be understood by the audience.• maintaining a smooth delivery with only minor breaks in the flow; minimal reliance on space fillers (e.g., "um", "like"); material is spoken rather than merely "read."• using appropriate facial expressions, gestures and body movements to help convey the message and hold the audience's interest.• making eye contact with most of the members of the audience.

Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

IDEAS AND CONTENT, Grade 10

<p>Content Standard Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.</p> <p>Tenth Grade Benchmark Convey clear, focused main ideas with accurate supporting details appropriate to audience and purpose.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the speaker's theme (the point of the speaker's message) along with the supporting details that develop and enrich that theme. Main ideas are communicated and are supported by details that show an exploration of the topic appropriate to audience and purpose.</p> <p>Standard Expectations and Skills Students address ideas and content in their speaking by</p> <ul style="list-style-type: none">• providing clear and easily identifiable purpose and main ideas.• providing relevant supporting details that develop the ideas adequately.• providing content and details that consistently show an awareness of audience and purpose.• using resources, when appropriate, to provide accurate support.
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ORGANIZATION, Grade 10

<p>Content Standard Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.</p> <p>Tenth Grade Benchmark Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.</p> <p>Type of Assessment Classroom Speaking Assessment</p>	<p>Explanation This trait addresses the structure of an oral presentation including the sequence of ideas and the patterns that hold the speech together. Transitions move the speaker from one point to the next.</p> <p>Standard Expectations and Skills Students demonstrate organization in their speaking by</p> <ul style="list-style-type: none">• developing an effective introduction that brings the audience to the topic.• developing a clearly sequenced body that is easy to follow with effective placement of supporting details.• using a conclusion (end) that summarizes or retells and communicates an effective ending.• using a variety of transitions that may include coordinating and subordinating conjunctions, repetition, and key phrases.
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Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

LANGUAGE, Grade 10	
<p>Content Standard</p> <p>Select words that are correct, functional and appropriate to audience and purpose.</p> <p>Tenth Grade Benchmark</p> <p>Use descriptive and accurate words appropriate to audience and purpose.</p> <p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	<p>Explanation</p> <p>This trait reflects the speaker's use of specific words and phrases to convey the intended message in an interesting, precise, and natural way appropriate to the audience and purpose.</p> <p>Standard Expectations and Skills</p> <p>Students demonstrate language skills in their speaking by</p> <ul style="list-style-type: none">• using words that effectively and accurately convey the intended message.• the use of a variety of words that are functional and appropriate to the topic, audience, and purpose.• attempting to use colorful language that adds interest and liveliness; grammar and usage are generally correct.• using slang and jargon only when they do not detract from the message or purpose.• effectively using necessary technical language to make the content clear.

Domain Specifications, Speaking
Benchmark CIM (Grades 9-10)

DELIVERY, Grade 10	
<p>Content Standard</p> <p>Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.</p>	<p>Explanation</p> <p>Delivery includes the rate of the spoken words, how clearly they are pronounced, the volume of the speaker and the expressiveness of the voice. Other aspects are physical posture, gestures and movements, and maintaining eye contact with the audience.</p>
<p>Tenth Grade Benchmark</p> <p>Demonstrate fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.</p>	<p>Standard Expectations and Skills</p> <p>Students demonstrate delivery skills in their speaking by</p> <ul style="list-style-type: none"> • clearly enunciating and correctly pronouncing words. • generally effective use of vocal variation, including changes in tone, rate and volume as appropriate to the room, audience and purpose. • maintaining a smooth delivery with few breaks in the flow; infrequent reliance on space fillers (e.g., "um", "like"); material is spoken rather than merely "read". • using effective facial expressions, gestures and body movements to help convey the message and hold the audience's interest. • making eye contact with members of the audience.
<p>Type of Assessment</p> <p>Classroom Speaking Assessment</p>	

Model Speaking Work Sample Entry Sheet
Benchmark I: Grades 1-3

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Language*

1 2 3 4 5 6

*No standard score required at this benchmark

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet
Benchmark II: Grades 4-5

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet

Benchmark III: Grades 6-8

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Type of Presentation: Persuasive Informative

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:

Model Speaking Work Sample Entry Sheet
Benchmark IV: CIM Level (Grades 9-10)

Student Name _____ Grade in School _____

Subject/Title of Presentation _____

Date of Presentation _____

Type of Presentation: Persuasive Informative Unrehearsed

Scores Earned: (Circle the appropriate scores)

Ideas and Content	Organization	Language	Delivery
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

First Rater Name _____

Second Rater Name _____

Rater Comments:

Student Self-Reflection:
