

Speak with Clarity

Criteria	Exemplary *student has gone above and beyond the requirements of the assignment	Proficient *student has attempted to meet the requirements of the assignment	Developing *student has not fully met the requirements of the assignment	Beginning *student has not met the requirements of the assignment
<u>Content</u>				
Main Idea (objective of work)	Speaking establishes and emphasizes a sophisticated and insightful main idea	Speaking establishes a clear main idea	Speaking attempts to establish a main idea	Speaking lacks a main idea
Details or Evidence	Ideas are developed in depth and supported by carefully chosen details demonstrating a greater understanding. Descriptive and subject specific vocabulary enhances the quality of the presentation.	Ideas are developed and supported by details that demonstrate a solid understanding. Subject specific vocabulary is appropriate for the topic.	Ideas are somewhat developed and supported by details that demonstrate a limited understanding. Some subject specific vocabulary is appropriate for the topic.	Ideas are underdeveloped and details show a lack of understanding or are nonexistent. Vocabulary is not specific to the topic.
Organization	Speaking contains an effective introduction and conclusion. Progression of main points is clear. Transitions are easy to follow.	Speaking contains an introduction and conclusion. Progression of main ideas has minor inconsistencies in unity or coherence. Transitions are evident.	Speaking has a weak introduction and / or conclusion. Progression of main ideas has major inconsistencies in unity and /or coherence. Transitions are poor.	Speaking lacks an introduction and / or conclusion. Progression of main ideas is difficult or impossible to follow. Transitions are missing.
<u>Delivery</u>				
Awareness of Audience	Presentation is especially designed to engage a specific audience.	Presentation is appropriate for the audience.	Some portions of the presentation are not appropriate for the audience	Most portions of the presentation are not appropriate for the audience
Voice and Tone	Speaks clearly and expressively, with enthusiasm, uses an appropriate tone, adjusting pace and volume effectively with varied inflection.	Speaks clearly, predominantly uses an appropriate tone, adjusting pace and volume effectively with varied inflection.	Speaks clearly but without adjusting pace, volume, or inflection.	Fails to speak with an appropriate pace, volume, or inflection.
Physical Expression	Establishes genuine rapport with audience through continual eye contact. Good posture, natural gestures, effective movement, and appropriate dress all enhance the communication.	Establishes rapport with audience through frequent eye contact. Good posture, gestures, movements, and dress are appropriate for the communication.	Makes occasional eye contact with audience. Posture, gestures, movements, or dress detract from the communication.	Fails to make eye contact. Posture, gestures, movements or dress preclude communication.
Creativity of Presentation (when appropriate)	Presentation is unique and creative and may be supported by a suitable high quality audio or visual materials to explain or enhance the presentation.	Presentation is creative and speaker may integrate good quality audio or visual materials to explain or enhance the presentation.	Speaker may ineffectively use audio or visual materials and materials are of poor quality.	Speaker fails to use prepared audio or visual materials in presentation.

For collaborative assignments:				
Contributions to the group	Consistently and actively contributes useful knowledge, opinions and skills.	Contributes knowledge, opinions, and skills without prompting.	Contributes to the group with occasional prompting.	Contributes to the group only when prompted.
Consensus building skills	Values the knowledge, opinion and skills of all group members and encourages their contributions	Values the knowledge, opinion and skills of some group members and encourages their contribution.	Recognizes the knowledge, opinions and skills of some group members and may encourage their contribution.	May recognize the knowledge, opinions and skills of a few group members.

Student goals for improvement:

Notes:

1. If not used for a presentation, feel free to use appropriate categories.
2. Presentations could be speeches in front of classes, on video, etc.