

SPEAKING RUBRIC GRADES 9 -12

North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<u>PRESENTATION OF KNOWLEDGE AND IDEAS</u>	<ul style="list-style-type: none"> • Expertly presents information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. • Skillfully makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Masterfully adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Presents information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9-12.4 • Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-12.5 • Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.9-12.6 	<ul style="list-style-type: none"> • Partially presents information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. • Attempts to make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Struggles to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	<ul style="list-style-type: none"> • Neglects to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. • Does not make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Shows little or no effort to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<u>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</u>	<ul style="list-style-type: none"> • Skillfully gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ thoroughly assesses the usefulness of each source in answering the research question ○ expertly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism ○ carefully follows a standard format for citation. 	<ul style="list-style-type: none"> • Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ assesses the usefulness of each source in answering the research question ○ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism ○ follows a standard format for citation. W.9-12.8 	<ul style="list-style-type: none"> • Gathers insufficient or irrelevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ insufficiently assesses the usefulness of each source in answering the research question ○ may or may not integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism ○ inconsistently follows a standard format for citation. 	<ul style="list-style-type: none"> • Does not gather sufficient or relevant information from multiple authoritative print and digital sources, using advanced searches effectively; <ul style="list-style-type: none"> ○ does not assess the usefulness of each source in answering the research question ○ does not integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism ○ does not follows a standard format for citation.
<u>LANGUAGE</u>	<ul style="list-style-type: none"> • Demonstrates sophisticated command of the conventions of standard English grammar and usage when writing or speaking; errors do not impair the readability. 	<ul style="list-style-type: none"> • Demonstrates command of the conventions of standard English grammar and usage when writing or speaking; errors do not impair the readability. L.9-10.1 	<ul style="list-style-type: none"> • Demonstrates partial command of the conventions of standard English grammar and usage when writing or speaking; errors distract from the readability. 	<ul style="list-style-type: none"> • Does not demonstrates command of the conventions of standard English grammar and usage when writing or speaking; errors impede the readability.

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	<ul style="list-style-type: none"> • Carefully conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Inconsistently conforms to the guidelines of a style manual appropriate for the discipline and writing type. 	<ul style="list-style-type: none"> • Does not conform to the guidelines of a style manual appropriate for the discipline and writing type.
DELIVERY/BODY LANGUAGE	<ul style="list-style-type: none"> • Consistently demonstrates: <ul style="list-style-type: none"> ○ Poise ○ Thoughtful gestures ○ Steady stance ○ Erect posture ○ Sweeping eye contact ○ Appropriate dress 	<ul style="list-style-type: none"> • Demonstrates: <ul style="list-style-type: none"> ○ Poise ○ Thoughtful gestures ○ Steady stance ○ Erect posture ○ Sweeping eye contact ○ Appropriate dress 	<ul style="list-style-type: none"> • Inconsistently demonstrates: <ul style="list-style-type: none"> ○ Poise ○ Thoughtful gestures ○ Steady stance ○ Erect posture ○ Sweeping eye contact ○ Appropriate dress 	<ul style="list-style-type: none"> • Little or no attempt to demonstrates: <ul style="list-style-type: none"> ○ Poise ○ Thoughtful gestures ○ Steady stance ○ Erect posture ○ Sweeping eye contact ○ Appropriate dress
FOLLOW-UP	<ul style="list-style-type: none"> • Always demonstrates extensive knowledge of the topic by responding confidently, precisely, accurately, and thoroughly to audience questions and feedback. 	<ul style="list-style-type: none"> • Demonstrates knowledge of the topic by responding confidently, precisely, accurately, and thoroughly to audience questions and feedback. 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of the topic by responding to few questions. 	<ul style="list-style-type: none"> • Does not demonstrate knowledge of the topic and is unable to respond to questions or feedback questions.
DELIVERY/VOICE	<ul style="list-style-type: none"> • Enthusiastically and consistently projects voice using varied intonation • Consistently uses appropriate volume • Always uses precise enunciation • Always demonstrates accurate pronunciation • Consistently demonstrates appropriate rate and natural fluidity 	<ul style="list-style-type: none"> • Enthusiastically projects voice using varied intonation • Uses appropriate volume • Uses precise enunciation • Demonstrates accurate pronunciation • Demonstrates appropriate rate and natural fluidity 	<ul style="list-style-type: none"> • Inconsistently projects voice using varied intonation • Inconsistently use appropriate volume • Attempts to use precise enunciation • Attempts to demonstrate accurate pronunciation • Inconsistently demonstrates appropriate rate and natural fluidity 	<ul style="list-style-type: none"> • Little or no attempt to project voice using varied intonation • Little or no attempt to use appropriate volume • Little or no attempt to use precise enunciation • Little or no attempt to demonstrate accurate pronunciation • Little or no attempt to demonstrate appropriate rate and natural fluidity
OTHER e.g. Presentation				