

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 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 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 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 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 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 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).