**Rubric for ELA 10A Speaking (formal) Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Message/Meaning** | **Motivational hook to address audience and purpose** | You engagingly hook your audience, preparing them for the purpose of your message and creating anticipation. | You effectively hook your audience to achieve the purpose of your message. | With help you mostly hook your audience to achieve the purpose of your message. How can you plan to do this on your own? | With much help you hook your audience to achieve the purpose of your message. Examine how others hook you into listening to a message. |
| **Techniques of speech and delivery to interpret meaning** | You creatively use techniques and delivery to enhance meaning in your message. You willingly try new techniques. | You effectively use techniques of speech and delivery to add meaning to your message. | With help you use techniques of speech and delivery to add meaning to your message. What other techniques could you explore? What do good speakers do? | You need much help to use techniques of speech and delivery to add meaning to your message. Use your planning tool to help you include some techniques that will help others understand your intended meaning. |
| **Develop, explain and justify opinions** | Your opinions are succinctly developed with clear explanations and strong justification. | Your opinions are well developed, explained and justified. | You need help to develop, explain and justify your opinions. Always be prepared to offer examples to support your ideas. | With much help you are beginning to develop, explain and justify your opinions. Spend more time planning how you will do this. If you believe something, you need to explore why. |
| **Organization and Coherence** | **Logical and coherent body** | The body of your message is powerfully logical and coherent. You carry your listeners along with you through your organization. | The body of your message is logically and coherently organized. | You need help to organize the body of your message in a logical and coherent way. A graphic organizer in the “before” stage might help. | You are having trouble organizing the body of your message in a logical and coherent way. Use your planning tool to help you organize better. Map out your whole speech and ask a partner if the order makes sense. |
| **Strong conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly sums up and brings closure to your message. | With help, your conclusion mostly sums up and brings closure to your message. How can you end your speech in a way that helps your listeners to understand your message? | You are having trouble summing up your message. Spend more time planning all parts of your message. What ideas do you want to leave your listeners with, in the end? |
| **Effective arrangement of all materials**  **(e.g. speaker’s notes, props, visual aids, presentation materials and technologies)** | Your materials are arranged to add richness and flow to the message. Your presentation would lose strength without your additional materials. | Your materials are arranged so they enhance and do not detract from the message. | With help, your materials are arranged so they mostly enhance and do not detract from the message. Re-examine all your materials. Do they help you say what you want to say? | You are having trouble arranging your materials so they enhance and do not detract from the message. Think about how your materials can support what you are saying. Mapping it out in the beginning will help. |
| **Style and Language Choices** | **Voice (expression, pacing, tone, dialect) for characterization and effect** | Expression, pacing, tone and/or dialect are effectively used to enrich characterization and effect in your message. | Expression, pacing, tone and/or dialect effectively communicate characterization and effect in your message. | With help, expression, pacing, tone and/or dialect mostly communicate characterization and effect in your message. Continue to practice so you become more confident. | With much help and cuing, expression, pacing, tone and/or dialect effectively communicate characterization and effect in your message.Try practicing with a mirror or video recorder. |
| **Oral presentation elements (pronunciation, eye contact, facial expressions, poise) to attend to purpose and audience** | Your pronunciation, eye contact, facial expressions and poise richly enhance your purpose and the effect of your message on audience. | Your pronunciation, eye contact, facial expressions and poise suit your purpose and your audience. | With help your pronunciation, eye contact, facial expressions and poise suit your purpose and your audience. | With much help and cuing, your pronunciation, eye contact, facial expressions and poise suit your purpose and your audience. Try practicing with a mirror or video recorder. |
| **Other cues and conventions attended to (syntactic, semantic, lexical, graphophonic, etc.)** | You intuitively use language choices that add richness, power and clarity to your message. | Your language choices are suitable to your message. | With help you choose language that is suitable to your message. A checklist might help you remember what to look for when proofreading and editing. | With much help you choose some language that is suitable to your message. Think about how you can make choices for the best communication. While composing your speech, consult references, ask a partner or seek advice on how to make your language clear. |

**Feedback:**