**Rubric for ELA 10B Formal speaking 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** | **Style and voice appropriate to audience and purpose** | The style and voice of your formal speech resonate with your intended audience and purpose. You are willing to take some risks in order to fully address the purpose and audience. | The style and voice of your formal speech suit your intended audience and purpose. | With help you create a formal speech with a style and voice that suit your intended audience and purpose. Be sure you are clear about why you are speaking and to whom so you can practice and make this independent and confident. | You are having trouble creating a formal speech with a style and voice that suits your intended audience and purpose. As you work on your speaking, check with others to be sure it is making sense and addressing the purpose. |
| **Logical points to support message** | Your speech contains details that are succinctly developed with clear explanations and strong justification. You included just enough information to inform without overwhelming. | Your speech contains details that are well developed, explained and justified. | You need help to develop, explain and justify your thought within your speech. Always be prepared to offer examples to support your ideas. | With much help you are beginning to develop, explain and justify your ideas. Spend more time planning how you will do this. If you believe something in important to include, you need to explore why. |
| **Organization and Coherence** | **Effective introduction** | You engagingly hook your audience, preparing them for the purpose of your message and creating anticipation. Your audience wants to hear the rest of your speech! | You effectively hook your audience at the beginning of your speech, 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? How can you increase the interest? | With much help you partially hook your audience to achieve the purpose of your message. Examine how others hook you into listening to a message. What makes you want to hear someone else? |
| **Logical and coherent body with transitions** | The body of your message is powerfully logical and coherent. You carry your listeners along with you through your organization and strong and creative transitions. | The body of your message is logically and coherently organized with appropriate transitions. | You needed some help to organize the body of your message in a logical and coherent way. A graphic organizer in the “before” stage might help. Really think about how to move from one idea to the next smoothly. | You are having trouble organizing the body of your message in a logical and coherent way and using transitions. Use your planning tool to help you organize better. Map out your whole speech and ask a partner if the order makes sense. |
| **Justifiable 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? |
| **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. You take risks to expand the language you choose to use. | Your language choices are suitable to your message. Your message is clear. How can you enhance your language even further? | 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:**