**Triad Conferencing Evaluation**

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian (s) Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Introduction**
   1. **Greetings**
   2. **Introduction** to the interview and purpose

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|  | **EU** | **FM** | **MM** | **NY** |
| **Motivational hook to address audience and purpose**  **(Speaking)**  Organization | 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. | 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 |

* 1. States the ELA **objectives/outcomes** of the conference

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|  | **EU** | **FM** | **MM** | **NY** |
| **Establish criteria**  **(Assess & Reflect)** | Has an in depth understanding of the criteria and how they link to the work they are doing | Is able to state the criteria for the work they are doing independently | Needs a little help remembering some of the criteria | Is unable to state the criteria for this project on own |

1. **Assess & Reflect -** Shows a **portfolio** that is complete and indicative of his/her work that includes an assignment from: **Math, Science, English Language Arts, and Social Studies:**

* 1. **Explains** thoroughly and carefully the reason he/she has selected items for inclusion/exclusion, referencing the completed reflection sheet for each assignment:

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| **Identify successes**  **(Assess & Reflect)** | Has a specific understanding of own strengths and how they relate to the goals of the work they are doing | Is able to describe the things that went well | Needs a little help identifying some strengths | Is unable to recognize strengths on own |
| **Logical Points to support message**  **Speaking**  (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. |

* 1. Using the report card and the portfolio, the student will make a **judgement** about his/her progress and effort

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| **Respond to feedback**  **(Assess & Reflect)** | Seeks feedback willingly and applies new information to the work they are doing; shows strong reflective practices and good listening skills | Approaches feedback with an open mind and a reflective manner; makes decisions about how to respond to feedback and apply it to the work they are doing | Is showing some skill in responding to feedback through reflection and good listening; needs a little help deciding how to apply feedback to work | Much help is needed in active listening and deciding how to apply feedback to work they are doing |
| **Logical & coherent body with transitions**  **(Speaking)**  Organization | 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 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. |

1. **Conclusion**

Set Goals:

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|  | **EU** | **FM** | **MM** | **NY** |
| **Set goals**  **(Asses & Reflect)** | Goals are appropriate and specific and display an ability to reflect deeply on own strengths and challenges | Is able to set goals that link to strengths and challenges independently | Needs a little help setting goals that relate to the work they are doing; has trouble linking future work to current work | Is unable to set goals that are appropriate and specific; needs to spent much more time practicing reflection |
| **Take steps toward goals**  **(Assess & Reflect)** | Has a clear and deep understanding of how to progress toward goals and enthusiastically does so | Is able identify steps needed to address goals and then take those steps | Needs help imagining how to address goals and showing movement toward goals | Is unable to independently move toward goals |

Student will ask if there are any **questions/concerns** and entertain a discussion. Student will **thank** teacher and parent(s)

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| **Strong conclusion**  **(Speaking)**  Organization | 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. | Your conclusion mostly sums up and brings closure to your message. How can you end 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? |

1. **Speaking Skills:**

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| **Effective arrangement of all materials**  **(e.g. speaker’s notes, props, visual aids, and technologies)**  **(Speaking)**  Style & Language Choices | 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. | 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. |
| **Voice (expression, pacing, tone, dialect) for characterization and effect**  **(Speaking)**  Style & Language Choices | Expression, pacing, tone and/or dialect are effectively used to enrich effect in your message. | Expression, pacing, tone and/or dialect effectively communicate characterization and effect in your message. | 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) for purpose and audience**  **(Speaking)**  Style & Language Choices | 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. | Your pronunciation, eye contact, facial expressions and poise mostly 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.)**  **(Speaking)**  Style & Language Choices | 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. |

This form should be completed by the facilitating teacher and the student immediately after the Triad Conference. The student is responsible for handing it in to your ELA teacher for credit.

**Speaking: M: \_\_\_\_\_ O:\_\_\_\_\_ S & LC: \_\_\_\_\_\_ Asses & Reflect: \_\_\_\_\_\_\_\_**

**Portfolio Commentary Sheet:**

Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Assignment | Mark | Description | Where I could have Improved | Questions/Comments |
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**Goals:**

**My first goal is:**

**I will reach this goal by:**

**Date:**

**My second goal is:**

**I will reach this goal by:**

**Date:**