**Formal Speaking (ex. presentation) – ELA 30A 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** | **Clear and consistent thesis**  | Your message is clearly and consistently on one topic with a thesis message that resonates with the audience and aligns clearly with the purpose. | You independently and clearly speak about a central, strong thesis. |  With help your message is mostly clear and on topic. Spend time in the pre-writing stage, developing your focus fully. Review your purpose and audience. | Even with help you struggle to present a thesis that is strong and central. Always keep your main idea in mind and build onto it. Your pre-writing should focus on this. Establish your audience and purpose before beginning. |
| **Sound evidence and well-chosen details** | You support your message with numerous logical and insightful details and strong, well-researched evidence that serve to expand and develop the thesis in an interesting way. You show strong unity and coherence and thought-provoking emphasis. | You support your message with logical details (visual, written, auditory) and sound evidence to achieve unity, coherence and appropriate emphasis. | With help you use some logical details and evidence to support your message. Once you decide on your message, how can you add details to support it? Details should clarify the message, provide unity and coherence and give emphasis to certain aspects. | With much help you support your message with a few details and evidence. Think about how you can prove your point using images, details and examples from other sources. Think visual, written and auditory when appropriate. What do you want to emphasize? How can you do this? |
| **Organization and Coherence** | **Logical and effective structures** | The organization of your speech enhances the desired effect on your audience, and clarifies the purpose and context of your creation. You have taken some risks to enhance impact. | Your speech is clearly organized in a manner that is logical to its audience, purpose and context. | With help you create a speech that is somewhat organized to suit audience, purpose and context. Review that ways speeches could be organized.  | You are having trouble creating a speech that is organized to suit its audience, purpose and context. Use a visual organizer to help you plan your speech.  |
| **Valid and justifiable conclusion** | Your conclusion powerfully and succinctly encapsulates your message and leaves your listeners with deeper understanding. | Your conclusion strongly and coherently 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** | **Smooth transitions** | Your topic flows eloquently from one part to the next enhancing the overall enjoyment of the speech. You have used engaging and even unique transitions. | Your speech smoothly flows from one part to the next. You have used appropriate transitions. | With help you attempt smooth movement from one part of your speech to the next. Explore other ways to connect one idea to the next. | With much help you create some flow from one part of your speech to the next. Include your plans for transition in your map. Listen to some speeches to get new ideas. |
| **Skillful use of rhetorical devices** | You are able to make skillful use of multiple rhetorical devices in order to achieve an engaging effect that suits the audience and purpose. You can explain why you made the decisions you did as it relates to your message. | You are able to make skillful use of rhetorical devices in your speech in order to achieve a desired effect. | With help, you can make use of rhetorical devices in your speech. Continue to look for ways to use rhetorical devices without sacrificing any aspect of your message. How can they be used with the greatest impact? Which works best when? | You are having trouble using rhetorical devices in your speech. Be sure that you know what rhetorical devices are. Look for examples in speeches by other people. What impact do they have on you as a listener? How could you use them in your message? |
| **Oral presentation elements to attend to audience and purpose** | You skillfully and intuitively adjust elements of oral interaction to meet your purpose, audience and context as effectively as possible. You show awareness of how all the elements work together to create a strong message. | You can recognize and adjust elements of oral interaction according to audience, purpose and context. | You can recognize and adjust some elements of oral interaction according to audience, purpose and context. How can you adjust some of your elements to make them more effective? Record and analyze your efforts. | You are having trouble recognizing and adjusting the elements of oral interaction according to audience, purpose and context. Be really clear about why you are speaking, what you want to say and who you will be saying it to. Practice and record before presenting. |

Rhetorical devices: ambiguity, contradiction, paradox, irony, incongruity, overstatement, understatement

**Feedback:**