**Speaking: Formal Meeting – 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** | **Assess the value, limitations and ethical issues associated with collaborative work** | You clearly understand how formal meetings can be effective and challenging in a variety of contexts. You can determine which elements will have the greatest impact on success and can confidently plan to use strategies to increase the value and ethics of collaboration and consultation. | You can assess the value, limitations and ethical issues associated with formal meetings. You can share the strengths and challenges of working with others and set goals to increase ethical collaboration and consultation. | You can assess some of the value, limitations and ethical issues associated with group meetings. Continue to anticipate both challenges and areas of strength and plan how to increase success ahead of time. What strategies can you and your group use to increase effectiveness? | You are having trouble exploring collaborative work in group meetings. What does it mean to collaborate? How can this be challenging? How can it be valuable? How can you plan to be more effective? Try watching a formal meeting in progress. What do you observe? |
| **Present purpose clearly** | In items you contribute, you clearly, concisely and interestingly present the history, causes, effects, importance and evolution. You clearly have developed an understanding of your item prior to the meeting and can share your knowledge with others. | In items you contribute, you present the purpose of your contribution clearly. You share the history of your item, the effects and causes, the importance and the evolution. Background is provided in order to ensure a strong discussion. | In items you contribute, you present some of the background and context of your item. Be sure to share the history, causes, effects, importance and evolution of your topic. Spend more time researching and developing your items before the meeting. | You are having trouble presenting the purpose of your item, when it comes time to share. Remember that much of a person’s confidence during a meeting comes from strong preparation ahead of time. Be sure you choose something to share that is meaningful and about which you have done some research. |
| **Organization and Coherence** | **Prepare for the meeting** | You have taken a strong leadership role in preparing for the meeting. You have encouraged collective attention to all aspects of the agenda and have ensured that the work and contribution is well-distributed and the results will be collectively beneficial. | You have contributed to the agenda of the meeting, considering all parts of a meeting and ensuring they will all be addressed by you or someone else. You are ready for the meeting. | You have contributed some aspects to preparation for the meeting. Be sure you understand all parts of a formal meeting and are part of role assignment and discussion clarification. Be well prepared ahead of time for your own contributions. | You are having trouble preparing for a formal meeting. Are you clear about contributions you can make? Do you understand what happens in each part of a meeting? How can you ready yourself to be a strong member of a meeting? |
| **Follow rules or procedures of governance** | You act as a model for how rules or procedures of governance should be utilized. You are respectful of procedures but they do not restrict your willingness to be a strong contributor to the group decision-making process. You show a strong “flow” during formal meetings and help others to be strong group members as well. | You follow the rules or procedures of governance. You acknowledge the chairperson, bring items forward for discussion, participate effectively in decision-making processes and follow through with decisions that are made. | You follow rules or procedures with some reminders. Be clear about how decisions are made (carried, defeated, tabled) and what these decision imply for you and other group members. Continue to practice making decisions and holding discussions in a more formal manner. Think about the benefits of doing so. | You are having trouble following rules or procedures of governance. Review the role of the chairperson and group members. Explore the ways decisions can be made and what each decision means. Clarify how to bring items forward for discussion. |
| **Effective group interaction skills and strategies** | You show well-develop group skills and strategies for interaction and decision-making. You attend to your own role in the larger group process and help others to do the same. You take responsibility for building on understanding in order to meet your purpose. You work very effectively in group situations, clarifying structure and flexibility depending on the need. You act confidently and ethically and encourage the same in others. | You show effective group interaction and decision-making skills and strategies. You adjust to your role, clarify your purpose and consistently build on ideas in order to meet your goal. There is structure to your contributions but also appropriate flexibility. You act confidently and ethically. | With some reminders, you show some effective group skills and strategies. Review all strategies that contribute to good group discussion. How can you ensure you do this all the time and without reminders? Would writing it down help? How can you show confidence and ethical decision-making? | You are having trouble showing effective group skills and strategies. Why do we work in groups? Why is discussion with others valuable? What are the skills necessary for meeting a purpose within a group? What strategies are you comfortable using? Can we look at this together? |
| **Style and Language Choices** | **Represent and promote respect** | You are very skilled at seeing multiple perspectives on an issue or topic. You withhold judgement and disagree respectfully and ethically, often seeking more information and clarification. You enthusiastically seek a variety of perspectives in order to develop your own and group viewpoints. | You are able to suspend your judgement of yourself, others and the topic of discussion. When you disagree with someone else, you are courteous and ethical. You show a willingness to explore diverse perspective to develop viewpoints. | With reminders, you suspend your judgement and disagree courteously and ethically most of the time. Continue to explore then benefits of more than one perspective. How can you disagree courteously when it is especially challenging? | You are having trouble suspending judgement and disagreeing courteously and ethically. Perhaps writing down others’ perspectives while you listen will help you to reflect more and be less defensive. |
| **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. |

Parts of an agenda: Call to Order, minutes of the previous meeting, discussion on unfinished business, reports, new business and adjournment

Role of chairperson: leads meeting, ensures everyone has the opportunity to speak, takes the votes, and ensures minutes are recorded.

**Feedback:**