

Diagnostic Assessment for Speak for Yourself

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Speak for Yourself

Diagnostic Assessment

Diagnostic Assessment

Type of Assessment: Diagnostic Assessment

Assessment Activity Title: "What Makes a Good Speaker?" writing prompt

Duration: 10-15 minutes

Standard(s) Assessed: LA.C.3.3.1.7.1, LA.C.3.3.1.7.2, LA.C.3.3.1.7.3, LA.D.1.3.3.7.1, LA.D.2.3.1.7.1, LA.D.2.3.1.7.2

Description of Assessment Activity:

This diagnostic assessment is an attempt to determine the beginning points of instruction, students' prior knowledge and skills, possible misconceptions, and students' specific needs for this course of instruction. This diagnostic assessment is the driving force for the curriculum contained within this unit. Diagnostic assessments are designed to be challenging assessments to gauge what your students know or don't know about the topic. Make sure students understand this. Do not worry if students don't know the answers. If they know all the answers, then there is no reason to teach this unit. Do not allow your students to spend too much time agonizing over answers. All instruction, formative, and summative assessments occurring hereafter will focus on answering this guiding question. Also, please note that this unit does not address eye contact, gestures, etc. since these are learner level two skills.

What makes a good speaker?

In the diagnostic--the writing prompt, students respond as well as they can. If the students have had exposure or have accomplished a certain level of mastery with these concepts, then the 7th grade teacher's role changes from instruction to reinforcement. However, such assumptions are dangerous without specific data reflecting students' prior experience, therefore, a diagnostic tool is necessary. Following diagnosis, the teacher decides student placement within the context of the curriculum and then exacts entry points within the unit.

Scoring Criteria:

Judge the student responses according to the criteria contained in the following grade-level expectations. Students should name each of the following characteristics of a good speaker and elaborate on why each is important to be a good speaker.

- | | |
|---|-----------------------------------|
| ◆ Volume | LA.C.3.3.1.7.1 |
| ◆ Stress | LA.C.3.3.1.7.1 |
| ◆ Pacing | LA.C.3.3.1.7.1 |
| ◆ Pronunciation | LA.C.3.3.1.7.1 |
| ◆ Clarity of purpose | LA.D.1.3.3.7.1 |
| ◆ Audience engagement | LA.D.1.3.3.7.1 |
| ◆ Organization (beginning, middle, and end) | LA.C.3.3.1.7.3 |
| ◆ Word choice | LA.D.2.3.1.7.1 |
| ◆ Language appropriate | LA.D.2.3.1.7.2 and LA.D.1.3.3.7.1 |

Teacher Directions for Using the Diagnostic Assessment:

1. Duplicate the prompt or write it on the board or overhead screen.
2. Before collecting student responses, circulate during students' attempts to answer the prompt to guarantee that all students circle key words as required for completing the task.
3. Collect the student responses to the prompt at the conclusion of the period.
4. Make a point to collect responses yourself. Ascertain whether students have circled key words as directed.
5. Use the attached rubric to assess student knowledge regarding speaking behaviors.
6. Compile scores for the class, and decide whether the class, as a whole, demonstrates an understanding of the speaking behaviors necessary to make a good speaker.
7. Use the rules of thumb listed below to decide entry points for the unit; however, recognize that there are always exceptions to the rule.

Entry Points:

Student experience with the standards begins in grade 3. Review the grade level expectations listed below to analyze prior experience with these grade level expectations.

LA.C.3.2.1 The student speaks clearly at an understandable rate and uses appropriate volume.

LA.C.3.2.1.3.1 The student uses strategies to speak clearly (for example, appropriate rate, volume, and pitch).

LA.C.3.2.1.4.1 The student uses strategies to speak clearly, (for example, rate, volume, tone, projection).

LA.C.3.2.1.5.1 The student uses strategies to speak clearly, (for example, rate, volume, phrasing, and enunciation).

LA.D.2.2.1 The student understands that word choices can shape reactions; perceptions, and beliefs.

LA.D.2.2.1.3.1 The student understands that word choices can shape reactions, perceptions, and beliefs.

LA.D.2.2.1.4.1 The student uses appropriate words to shape reactions, perceptions, and beliefs (for example, synonyms, antonyms, and figurative language).

LA.D.2.2.1.5.1 The student uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, and sensory words)..

- ◆ During unit piloting, students must enter the unit beginning with lesson one. If teachers are using this resource on their own, establish entry points based on the following descriptions.
- ◆ If students have scant knowledge of the speaking behaviors, proceed with the unit from day one forward. However, the unit takes a mini-lesson approach for instruction. For example, the teacher instructs and/or models for small amounts of time and then allows students to explore the concept. If students have no previous experience with the concepts, then increase instruction and practice time within the unit.
- ◆ If students demonstrate varying degrees of knowledge regarding speaking behaviors, decide the level to which the majority understands, and proceed with the unit from day one forward. However, use the majority's learning levels to tailor instruction. For example, if the majority of the class exhibits baseline knowledge of using volume, then begin with their understanding and build upon it. The unit approaches the instruction of the concepts with a mini-lesson approach. Expect baseline knowledge to use each mini-lesson.
- ◆ Finally, it is possible that students demonstrate expertise in certain areas of speaking. In this situation, omit the session(s) of instruction and either embed their review within other activities, **OR** review these concepts briefly and instruct for the unknown concepts within the unit. For example, students may demonstrate expertise on the diagnostic in the area of organization. If so, skip this mini-lesson within the unit and spend more time instructing for growth in other speaking behaviors.

Student Directions:

1. Use your own paper to describe in as much detail as possible what it takes to make a good speaker. Remember to introduce major points, support them with details, and sum it all up with a conclusion.
2. When finished, circle the key words that describe the qualities of a good speaker.
3. Do not forget the importance of describing the organizational process for a presentation as well as the delivery skills of volume, stress, pacing, and pronunciation. Finally, remember to explain how to use language that targets audience and purpose appropriately.

DIAGNOSTIC ASSESSMENT

Directions for the Writing Prompt: Using your own paper, describe in as much detail as possible what you believe it takes to make a good speaker. Remember to introduce your topic, support it with major ideas including details. End it with a conclusion. When you are finished writing, **circle** the key words that describe the qualities of a good speaker.

Guiding Question

What makes a good speaker?

Discuss the process for planning an oral presentation. Explain the concepts of volume, stress, pacing, and pronunciation. Finally, explain how to use language that targets your audience and purpose.

Checklist for Diagnostic Writing Prompt

Directions: Read the diagnostic assessment that you wrote yesterday in response to the question, What Makes a Good Speaker? Listen to your teacher explain the characteristics and what you should be looking for. Look at the response you wrote and score your paper according to this checklist.

Student Name: _____

<u>Criteria: Did you discuss each of these good speaking characteristics?</u>	Check here if your paper supports the good speaker characteristic with details, personal experiences or excellent examples. ✓ SUPER JOB!!	Check here if your paper supports the good speaker characteristic with some details. ✓ OKAY JOB	Check here if your paper just mentions the good speaker characteristic. ✓ NEEDS MUCH WORK
Volume (can be heard by audience)			
Stressing or emphasizing words or phrases			
Pacing (too fast or too slow)			
Pronunciation			
Audience (appropriate for group)			
Purpose (stated and clear)			
Word choice (including informal vs. formal language)			
Organization (uses transition words, has a beginning, middle and end.)			