

Summative Assessment #2 for Speak for Yourself

What Makes a Good Speaker? Rating

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Summative
What Makes a Good Speaker? Rating
Performance Assessment

Duration: 2 class sessions

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.2.3.1.7.2

Description of Assessment Activity:

Students evaluate two presentations and compare and contrast the presentations according to a rating sheet. Students make a conclusion regarding the effectiveness of the presentations.

Teacher Directions:

This summative assessment requires two days to complete. This is based on a class schedule with periods lasting approximately 55 minutes. If you are in a situation that allows larger chunks of time, please modify as necessary.

1. Explain that this is a summative assessment and it will be graded.
2. Ask two adults, either faculty members or parent volunteers, to participate in delivering the two presentations for the students. One presenter serves as the effective example of speaking behaviors and the other presenter serves as the ineffective example of speaking behaviors. Explain this to the presenters and give them copies of the speech (The Gettysburg Address) to practice. Be sure to decide who will be effective and who will be ineffective. Also, provide them with a copy of the "**You Decide Student Rating Sheet**." This gives the presenters ideas for examples and non-examples to use in the presentations. (NOTE: If you are unable to obtain two teachers to do this activity, consider videotaping two volunteers and showing the tape instead. You can also do both speeches yourself or have two students do them.)
3. The presentation is the great speech, The Gettysburg Address, by Abraham Lincoln. Both presenters present this speech, but they use different techniques to arrive at their effective and ineffective versions.
4. Distribute the two printed versions of the speech to the students. The printed version contains information about the purpose and the audience for the speech.
5. Distribute the "**You Decide Student Rating Sheet**" to the students.
6. **ASSIGNMENT:** Ask students to review the criteria from the "**You Decide Student Rating Sheet**." Remind students to use these criteria to evaluate the presentations.

7. Explain that students need to use some method to record their observations about the presentations. For example, they might use a highlighter to highlight the statements that describe each presentation (e.g. while watching an ineffective presentation, they might highlight statement **1** in the "**SIMPLE**" column). On the other hand, students might make notes on the printed versions of the presentation while listening. If this is too distracting to do while watching the presentation, then advise them to watch the presentation and then make observations on the rating sheet afterward. Remind them they may ask for more time if necessary. If students decide to record notes on the different printed versions of the speech as they see examples and non-examples in the speaking behaviors of the presenters, then give the students two copies of the presentation--one for each presentation.
8. Allow students to read over their printed version of the speech quietly without any discourse or set up by the teacher.
9. Ask students to pay special attention to the purpose and audience information.
10. Ask the first presenter to come in.
11. The first presentation proceeds. Circulate around the room and monitor students' activities. Students need to use this time to make notes on their copies of the speech--printed version #1, unless they have decided to watch the presentation and make observations afterward.
12. Ask the second presenter to come in.
13. The second presentation proceeds. Again, circulate and observe students recording notes or highlighting on the rating sheet. Students recording notes use printed version #2.
14. When presentations have been concluded, ask students to place checks on the rating sheet in the categories describing each presentation. Using the conclusions that can be drawn from the majority of check marks in columns, students complete the **T-chart** to compare and contrast the effective and ineffective speaking behaviors/presentations. NOTE: Students may use their own paper as a T-Chart.
15. Remind students to use specific examples and non-examples from the two presentations. They use the criteria from the "**Rating Sheet**" to support their opinions. When they complete this step, have them complete the "**RECAP**" section. This asks them to make conclusions based on their evaluations of the two presentations. Recap answers can be written on the student's own paper. Questions can be written on the board or overhead.
16. Collect the evaluations and the rating sheets or student papers.

Student Directions:

1. Review the criteria from the rating sheet.
2. Use some method to record your observations about the presentations. For example, use a highlighter provided by your teacher and highlight the statements that describe each presentation (e.g. while watching an ineffective presentation, you might highlight statement **1** in the "**SIMPLE**" column). On the other hand, you might make notes on your printed version as you listen. If this is too distracting to do while watching the presentation, then watch the presentation and then make your observations on the rating sheet afterward. Ask the teacher for more time if necessary. Evaluate the presentations using the "**You Decide Student Rating Sheet.**"

Scoring Method & Criteria:

This performance assessment is considered a summative; however, for some students that are lagging behind, it might be used as a "LAST CHANCE" formative. For example, if someone has problems differentiating between the ineffective and effective presentations, the teacher should use professional judgment in assigning this assessment. It would benefit the individual learning for a student in need of remediation to return before or after school to rate some video-taped speeches. This provides necessary practice and having the teacher there for immediate feedback will assist the student in reflecting on their learning.

To judge whether the student mastered this assessment, evaluate the "**T- CHART**" and the "**RECAP**."

The "**T- CHART**" should contain examples and non-examples from the two speeches that demonstrate how one presentation is effective and one is ineffective.

The "**RECAP**" should absolutely indicate which speech is effective and which is ineffective. The categories for volume, stress, pacing, and pronunciation should support the conclusion. See the rubric for specific criteria in these areas.

This is generally a pass or fail task. Students failing need to practice more in preparation for their own upcoming presentations. Students passing are one step closer to answering that guiding question... "What Makes a Good Speaker?"

Finally, return the rating sheet, the "**T- CHART**," and the "**RECAP**" to students prior to the constructed response assessment at the close of the unit. Students need their analyses from this activity to assist them in constructing their responses to the writing prompt.

The handouts necessary for this assessment can be found on the following pages. Students may use their own paper if you choose to write the necessary information on the board or on an overhead screen.

You Decide--Student Rating Sheet

Summative #2—Presentation #1

Directions:

Use some method to record your observations about the presentations. For example, use a highlighter provided by your teacher and highlight the statements that describe each presentation (e.g. while watching an ineffective presentation, you might highlight statement 1 in the "SIMPLE" column). On the other hand, you might make notes on your printed version as you listen. If this is too distracting to do while watching the presentation, then watch the presentation and then make your observations on the rating sheet afterward. Ask the teacher for more time if necessary.

PRESENTATION PERFORMANCE RUBRIC					
		4	3	2	1
		SUPERIOR	SUCCESSFUL	SUFFICIENT	SIMPLE
Volume and Lang. LAC33171 and LAC33172		Language used is clear--word choices support the subject. All spoken words can be heard and understood easily. Language used is suitable for the audience and contains no unsuitable vocabulary or expressions.	Language used is mostly clear--word choices support the subject. Most spoken words can be heard and understood easily. Language used is suitable for the audience and contains no unsuitable vocabulary or expressions.	Language used is clear in some places --word choices support the subject in some places. Some spoken words can be heard and understood easily. Language used is mostly suitable for the audience and contains few unsuitable vocabulary or expressions.	Language used is unclear--word choices do not support the subject. Few or little spoken words can be heard and understood easily. Language used is unsuitable for the audience and contains unsuitable vocabulary or expressions.
	Stress LAC33171 and 33172	Stressing or emphasizing certain key words and syllables is cleverly used to focus attention and add interest. Certain words are spoken forcefully to achieve a special meaning.	Stressing or emphasizing certain words or syllables is used to focus attention. Certain words are spoken differently in an attempt to give them a special meaning,	Stressing or emphasizing certain words is used inconsistently to focus attention. Certain words are spoken differently, often for no reason or without special meaning.	Stressing or emphasizing certain words is infrequent and misplaced. Certain words are spoken routinely, missing the opportunity to convey special meaning.
	Pacing LAC33171 and LAC33172	Overall pacing is appropriate – Speech is not spoken too quickly or too slowly. Pacing or speed is used to emphasize key points effectively.	Overall pacing is mostly appropriate – Speech is not spoken too quickly or too slowly for the most part. An attempt at pacing or speed is used to emphasize key points.	Overall pacing is inconsistent- Speech is sometimes spoken too quickly or too slowly for clear understanding. An attempt at pacing or speed is used to emphasize key points but is not effective.	Overall pacing is so inconsistent that it impedes understanding. Speech is spoken too quickly or too slowly for clear understanding. No attempt is made to emphasize key points using pacing or speed.
	Pronunciation LAC33171 and LAC33172	1 Pronunciation is precise and clearly understood. 2 Delivery is fluent, emphatic, and polished.	1 Pronunciation is plain and clear. 2 Delivery is smooth containing only minor flaws.	1 Pronunciation is passable with few misunderstandings. 2 Delivery is fair but more practice was necessary.	1 Pronunciation is poor and allows for much misunderstanding. 2 Delivery is often disconnected but maintains potential for improvement.

You Decide--Student Rating Sheet

Summative #2—Presentation #2

Directions:

Use some method to record your observations about the presentations. For example, use a highlighter provided by your teacher and highlight the statements that describe each presentation (e.g. while watching an ineffective presentation, you might highlight statement 1 in the "SIMPLE" column). On the other hand, you might make notes on your printed version as you listen. If this is too distracting to do while watching the presentation, then watch the presentation and then make your observations on the rating sheet afterward. Ask the teacher for more time if necessary.

PRESENTATION PERFORMANCE RUBRIC					
		4 SUPERIOR	3 SUCCESSFUL	2 SUFFICIENT	1 SIMPLE
Volume and Lang. <small>LAC33171 and LAC33372</small>		<p>Language used is clear--word choices support the subject.</p> <p>All spoken words can be heard and understood easily.</p> <p>Language used is suitable for the audience and contains no unsuitable vocabulary or expressions.</p>	<p>Language used is mostly clear--word choices support the subject.</p> <p>Most spoken words can be heard and understood easily.</p> <p>Language used is suitable for the audience and contains no unsuitable vocabulary or expressions.</p>	<p>Language used is clear in some places --word choices support the subject in some places.</p> <p>Some spoken words can be heard and understood easily.</p> <p>Language used is mostly suitable for the audience and contains few unsuitable vocabulary or expressions.</p>	<p>Language used is unclear--word choices do not support the subject.</p> <p>Few or little spoken words can be heard and understood easily.</p> <p>Language used is unsuitable for the audience and contains unsuitable vocabulary or expressions.</p>
Stress <small>LAC33171 and 33172</small>		<p>Stressing or emphasizing certain key words and syllables is cleverly used to focus attention and add interest.</p> <p>Certain words are spoken forcefully to achieve a special meaning.</p>	<p>Stressing or emphasizing certain words or syllables is used to focus attention.</p> <p>Certain words are spoken differently in an attempt to give them a special meaning.</p>	<p>Stressing or emphasizing certain words is used inconsistently to focus attention.</p> <p>Certain words are spoken differently, often for no reason or without special meaning.</p>	<p>Stressing or emphasizing certain words is infrequent and misplaced.</p> <p>Certain words are spoken routinely, missing the opportunity to convey special meaning.</p>
Pacing <small>LAC33171 and LAC33172</small>		<p>Overall pacing is appropriate – Speech is not spoken too quickly or too slowly.</p> <p>Pacing or speed is used to emphasize key points effectively.</p>	<p>Overall pacing is mostly appropriate – Speech is not spoken too quickly or too slowly for the most part.</p> <p>An attempt at pacing or speed is used to emphasize key points.</p>	<p>Overall pacing is inconsistent- Speech is sometimes spoken too quickly or too slowly for clear understanding.</p> <p>An attempt at pacing or speed is used to emphasize key points but is not effective.</p>	<p>Overall pacing is so inconsistent that it impedes understanding. Speech is spoken too quickly or too slowly for clear understanding.</p> <p>No attempt is made to emphasize key points using pacing or speed.</p>
Pronunciation <small>LAC33171 and LAC33172</small>		<p>1 Pronunciation is precise and clearly understood.</p> <p>2 Delivery is fluent, emphatic, and polished.</p>	<p>1 Pronunciation is plain and clear.</p> <p>2 Delivery is smooth containing only minor flaws.</p>	<p>1 Pronunciation is passable with few misunderstandings.</p> <p>2 Delivery is fair but more practice was necessary.</p>	<p>1 Pronunciation is poor and allows for much misunderstanding.</p> <p>2 Delivery is often disconnected but maintains potential for improvement.</p>

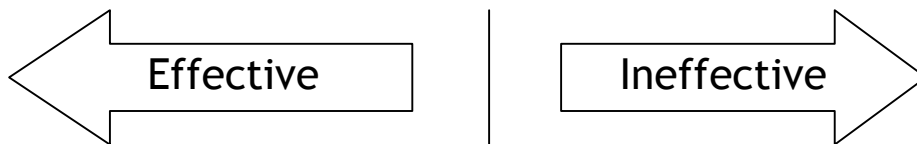
T-CHART

(Summative #2)

DIRECTIONS:

1. Review the "**You Decide Student Rating Sheet**" given to you by the teacher. Keep this rating sheet handy as you listen to the presentations.
2. Listen to the first speech and use one of the methods described in the directions for the rating sheet to indicate examples and non-examples of volume, stress, pacing, and pronunciation.
3. Listen to the second speech and indicate examples and non-examples of volume, stress, pacing, and pronunciation.
4. Once the presentations have concluded, review your findings, add any additional commentary, and reflect on your analysis. Then, complete the following t-chart comparing and contrasting the effective and ineffective speaking behaviors/presentations.
5. Next, answer the questions on the remaining pages.

Compare and Contrast



RECAP **Summative #2**

Think about the two presentations you have just seen. Respond to some final questions about the presentations.

Use the You Decide-Student Rating Sheet and circle one level for each of the good speaking behaviors listed:

Speech #1

Volume =Superior, Successful, Sufficient, or Simple?

Stress =Superior, Successful, Sufficient, or Simple?

Pacing =Superior, Successful, Sufficient, or Simple?

Pronunciation =Superior, Successful, Sufficient, or Simple?

Was the delivery of the speech effective OR ineffective?

Did the language appropriately OR inappropriately target the audience and purpose?

Speech #2

Volume=Superior, Successful, Sufficient, or Simple?

Stress=Superior, Successful, Sufficient, or Simple?

Pacing=Superior, Successful, Sufficient, or Simple?

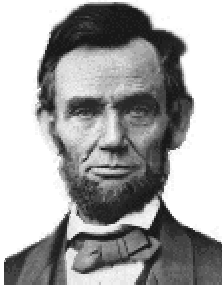
Pronunciation=Superior, Successful, Sufficient, or Simple?

Was the delivery of the speech effective OR ineffective?

Why?

Did the language appropriately OR inappropriately target the audience and purpose?

Why?



Great Speeches

Abraham Lincoln

The Gettysburg Address

PURPOSE and AUDIENCE:

President Abraham Lincoln declared that, "Government cannot endure permanently half slave, half free." Two months later, South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana and Texas seceded from the Union--the United States of America. Then, on February 9, 1861, the Confederate States of America formed with Jefferson Davis as the president. On April 12, 1861, the Confederates attacked Ft. Sumter, and the Civil War began. By April 17, 1861, more states seceded. They were Virginia, Arkansas, Texas, and North Carolina. Eleven states had seceded from the Union. The United States Civil War of 1861-1865 divided our nation.

January 1, 1863, President Lincoln issued the Emancipation Proclamation freeing all slaves. The war to preserve the Union was turning into a revolutionary struggle for the abolition of slavery. In July of 1863, the war began to turn. The Confederates were defeated at the Battle of Gettysburg, around the small market town of Gettysburg, Pennsylvania. This battle decided the fate of the Union.

On November 19, 1863, President Lincoln went to the Battlefield to dedicate it as a national cemetery. People of all kinds had gathered at this rural cemetery to honor the men who lost their lives fighting in the battle. The people were excited to hear the greatest speaker of the time, Edward Everett of Massachusetts, give a two-hour formal speech. Following Edwards, President Lincoln then gave his speech. It stood in great contrast with Mr. Edward's speech. It took only two minutes and surprised many in the audience because it was so short. Some were even disappointed. Mr. Edwards, however, was well aware of its importance. He later wrote Lincoln a letter explaining how he hoped to come as close to the people in his two hours as Mr. Lincoln had in two minutes. Over time, the speech that ends - government of the People, by the People, for the People - has come to symbolize the definition of democracy itself. It is sometimes called **America's greatest speech.**

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate - we cannot consecrate - we cannot hallow - this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain - that this nation, under God, shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln - November 19, 1863

MORE ABOUT THE CIVIL WAR:

- Ultimately the Civil War would leave around **2,213,363** men dead.
- On April 14, 1865, John Wilkes Booth shot Abraham Lincoln at Ford's Theater. President Lincoln died the next day.



Ford's Theater draped
in black to mourn the
clain president

In December 1865, Congress passed the 13th Amendment. On January 31, 1865, the amendment was ratified, and slavery was abolished.

Lincoln's handwritten
address--pages 1 and 2

no long remember, what we say here, but
can never forget what they did here. It is
for us, the living, rather to be dedicated
here to the unfinished ^{work}, which they have,
thus far, so nobly carried on. It is rather
for us to be here dedicated to the great
task remaining before ^{us} than from these
honored dead we take excessive devotion
to the cause for which they here gave ~~us~~
the last full measure of devotion. That
we here highly resolve that these dead
shall not have died in vain; that this
nation shall have a new birth of freedom;
and that this government of the people, by
the people, for the people, shall not perish
from this earth.

Four score and seven years ago our fathers
brought forth, upon this continent, a new nation, con-
ceived in Liberty, and dedicated to the proposition
that all men are created equal.

Now we are engaged in a great civil war, testing
whether that nation, or any nation, so conceived,
and so dedicated, can long endure. We are met
here on a great battlefield of that war. We have
come to dedicate a portion of it as the final rest-
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