

Summative Assessment #3 for Speak for Yourself Oral Presentation - Performance

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Summative Assessment 3

Oral Presentation - Performance

Duration: 2-3 minutes for each student

Standard(s) Assessed: LA.C.3.3.1.7.1, LA.C.3.3.1.7.3, LA.D.1.3.3.7.1, LA.D.2.3.1.7.2, LAC.3.3.3.7.3 and LAC.3.3.3.7.4

Description of Assessment Activity:

Students deliver oral presentations and teacher assesses according to the attached oral presentation rubric.

Teacher directions:

This summative assessment requires students to put their skills into action. During the course of this unit, they have learned how to plan and carry out an oral presentation in an effective manner. Now they can demonstrate their learning. Students should be working on their speeches throughout the unit.

Presentations are assessed using this rubric. Students used this rubric repeatedly throughout the unit. They are familiar with its language and meanings. Further, students use the "PRESENTATION PERFORMANCE" section to rate presentations for themselves at the conclusion of the unit.

Because most middle level classrooms are rotated on an hourly basis, it is likely that more than one class session is required to complete these presentations.

1. Before beginning the assessment process, make copies of the "**TEACHER FEEDBACK**" form. Make enough copies so that there is one for every student.
2. Explain that students will be assessed on planning the speech and delivering it.
3. Ask if there are any questions. Attend to those and then deliver the assignment.
4. **Assignment:** Ask students to review the criteria from the "**WHAT MAKES A GOOD SPEAKER** Presentation Planning and Performance Rubric."
5. Allow students approximately five minutes to review the criteria. Give them a few minutes to practice first lines. Then call the class to order and ask for volunteers.
6. Ready yourself by preparing the "**TEACHER FEEDBACK**" form. Record the student's name.
7. The first volunteer may begin.
8. Listen closely as the student gives the presentation. It is especially important to recognize the speaking behaviors listed on the rubric that the student exhibits. These will occur only during the presentation. On the converse, you can get the hand-written version of the presentation and check for the planning criteria as a reinforcement for what you are hearing.
9. It may be helpful to keep a copy of the rubric side-by-side with the "**TEACHER FEEDBACK**" form. This helps to pinpoint student behaviors. However, after using the rubric every day during the unit, it might be second nature.
10. Using the "**TEACHER FEEDBACK**" form, you may make notes in the boxes for the scores **SUPERIOR** through **SIMPLE**. Devise methods to record student performance based on your style. Some teachers might like to record checkmarks in the boxes. Also note that the rubric is not a list of absolutes regarding student performance.
11. Further, a student might not perform all of the behaviors in a category, but the behaviors are listed as guidelines for that type of performance. Not **EVERYTHING** in a box need be evidenced for that score.

12. After the student has concluded his/her presentation, take a minute or two to gather your thoughts, make final notes, and come to some conclusions regarding the presentation. Ask the student to turn in the printed version of the speech, and check your ideas against the paper or simply reinforce comments you have made on the feedback form by excerpting specific language from the speech.
13. Don't be concerned about students sitting for a few minutes. The students will enjoy the extra time and use it to rehearse their thoughts.
14. After presentations conclude, use planning time to make final assessments for the presentations.
15. Provide a score for the students and return their papers at the beginning of the next class session to allow them to ask questions or check their understanding. This will assist them in their culminating activity.

Student Directions:

1. Review the criteria from the rubric for presentation planning and performance.
2. Take a few minutes to practice first lines.
3. Deliver oral presentation.

Scoring Method & Criteria:

The rubric is based on a 4, 3, 2, 1 scale.

SCORE 4:

Please recognize that the 4 category of **SUPERIOR** is very challenging. This means that a child with a flawless presentation would receive a 4. A 4 is the higher end of the letter grade A or it equates to a perfect score.

SCORE 3:

Since the 4 score is so challenging, a student obtaining a majority of indicators in the **SUCCESSFUL** or 3 column should get an A as well.

SCORE 2:

The 2 score is a **SUFFICIENT** rating. A student obtaining a majority of indicators in the 2 column or indicators in both the 3 and 1 column should receive a B. Their skills are sufficient enough to present information without any major problems.

SCORE 1:

The 1 score is **SIMPLE**. The students receiving this score have simplistic presentation skills. If students cannot master this level, it is suggested the teacher turn this summative assessment into a formative assessment thereby allowing the students one more opportunity for reflection and self-adjustment. The students must demonstrate an attempt to increase their skills if they are to have an opportunity for a "re-test." For example, they need to spend time before or after school practicing to prove they are trying to improve their abilities. The teacher can assist in any way possible to promote the students' mastery of necessary skills.

The handouts necessary for this assessment can be found on the following pages.

PRESENTATION PLANNING RUBRIC

	4 SUPERIOR	3 SUCCESSFUL	2 SUFFICIENT	1 SIMPLE
Purpose LAD13371 and LAD23172	Speech clearly has a purpose appropriate for audience. Formal and/or informal language is used correctly.	Speech has a purpose mostly appropriate for the audience. Formal and/or informal language is mostly correct.	Speech has a loose purpose somewhat appropriate for the audience. Speech contains formal and/or informal language that is inappropriate or incorrect.	Speech has a purpose that is not evident and/or not appropriate for the audience. Speech contains formal and/or informal language that is inappropriate or incorrect.
Audience LAD23172	Speech includes word choices appropriate for the audience. Speech includes one or more of: figurative language tools, vivid word choices, formal/informal language.	Speech includes word choices mostly appropriate for the audience. Speech includes one of: figurative language tools, vivid word choices, formal/informal language.	Speech includes word choices somewhat appropriate for the audience. Speech includes one of: figurative language tools, vivid word choices, formal/informal language.	Speech includes word choices inappropriate for the audience. Speech includes an attempt at one of: figurative language tools, vivid word choices, formal/informal language.
Organization LAC33173	INTRODUCTION introduces main point and immediately engages the audience AND BODY- is logically sequenced; speaker never strays from topic; reasons, topics, etc. are supported with excellent, clear details AND CONCLUSION is strong and includes a creative summary of topic.	INTRODUCTION mentions main point AND BODY- is sequenced allowing audience to follow along with minor problems; speaker stays focused and rarely strays from topic; reasons, topics, etc. are supported with logical, mostly clear details AND CONCLUSION is a summary of the topic.	INTRODUCTION is minimal and leaves out necessary information AND/OR BODY- is sequenced at basic level allowing audience to follow somewhat; speaker is focused but often strays from topic; details are sketchy or unclear AND/OR CONCLUSION is minimal and doesn't summarize topic.	INTRODUCTION is not included OR BODY- is disorganized and speaker jumps around preventing audience from following; speaker loses focus and repeatedly strays from topic; little or no details are included OR CONCLUSION is paraphrase of topic or not evident. (Ex: Well, I guess that's all.)
Effectiveness LAC.33374	Student delivers a speech that is effective and contains information that is complete and accurate. Audience is left with no unanswered questions on the topic.	Student delivers a speech that is mostly effective and contains information that is mostly complete and accurate. Audience is left with no or few unanswered questions on the topic.	Student delivers a speech that is somewhat effective and/or contains information that is incomplete and/or inaccurate. Audience may be left with unanswered questions on the topic.	Student delivers a speech that is ineffective and/or contains information that is incomplete and inaccurate. Audience is left with unanswered questions on the topic.

PRESENTATION PERFORMANCE RUBRIC

	4 SUPERIOR	3 SUCCESSFUL	2 SUFFICIENT	1 SIMPLE
Volume and Lang. LAC33171 and LAC33373	<p>Language used is clear--word choices support and are appropriate for the subject AND</p> <p>All spoken words can be heard and understood easily AND</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 and are appropriate AND</p> <p>Most spoken words can be heard and understood easily AND</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 AND/OR</p> <p>Some spoken words can be heard and understood easily AND/OR</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 AND/OR</p> <p>Few or little spoken words can be heard and understood easily AND/OR</p> <p>Language used is unsuitable for the audience and contains unsuitable vocabulary or expressions.</p>
Stress LAC33171 and 33172	<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 or nonexistent.</p> <p>Certain words are spoken without expression, missing the opportunity to convey special meaning.</p>
Pacing LAC33171 and LAC33172	<p>Overall pacing is appropriate – Speech is not spoken too quickly or too slowly.</p> <p>(Pacing or speed is used well 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 LAC33171 and LAC33172	<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>

Teacher Feedback Form

PRESENTATION PLANNING					
	4 SUPERIOR	3 SUCCESSFUL	2 SUFFICIENT	1 SIMPLE	COMMENTS
Purpose <small>LAD13372</small>					
Audience <small>LAD23172</small>					
Organization <small>LAC33173</small>					
Effectiveness <small>LAC33374</small>					
PRESENTATION PERFORMANCE					
	4 SUPERIOR	3 SUCCESSFUL	2 SUFFICIENT	1 SIMPLE	COMMENTS
Volume <small>LAC33171 and LAC33373</small>					
Stress <small>LAC33171 and 33172</small>					
Pacing <small>LAC33171 and LAC33172</small>					
Pronunciation <small>LAC33171 and LAC33172</small>					