

# Speak Your Peace!

## Summative Assessment C for Independent- To Be or Not To Be?



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Speak Your Peace!  
**Summative Assessment C**  
Performance Assessment

**Duration:** Two 60-minute time periods

**Standard(s) Assessed:**

SSA. 4.2.3.5.1, SSA.4.2.3.5.2, LA.A.2.2.5.5.1, LAA.2.2.6.5.1, LA.C.3.2.1.5.1, LAC.3.2.3.5.1, LAC.3.2.3.5.2, LA.C.3.2.4.5.1

Goal 3 Standards:

Standard 1 – Information Manager

Standard 2 – Effective Communicators

Standard 9 – Effective Leaders

**Description of Assessment Activity:**

At the conclusion of the Unit Plan: Independent – To Be or Not To Be? and after other summative assessments have been administered, each student will present an oral presentation of his/her choice. The presentation must address the guiding question; however, it can be in whatever medium is best suited for each student's learning style. Students may present a puppet show, a speech, a song they have written, a poem they have written, a graphic presentation, a reenactment, a play, or any other idea a student wishes to perform and that qualifies under the criteria of the Oral Presentation Rubric. The performances are the final assessment of the unit and come only after students have received feedback on other summative assessments, feedback from peers, had time to adjust their contents as prescribed by the feedback, and had ample opportunity to practice. The performance assessment is designed to have students answer the guiding question by presenting their opinion. They will support their opinion by incorporating historical facts with informational and imaginative speech. This assessment gives students a forum in which they can present their personal viewpoint and opinions.

**Teacher Directions:**

1. Review with the class qualities of a polite and appreciative audience, as well as the items on the Oral Presentation Rubric.
2. The teacher will score each performance using the speech rubric. Continue to call on students numerically until half of the students have given their speeches.
3. Students must turn in at the time of their presentation their unit notebook, which contains all their research, self-reflection, webbing, and drafts of their performance.

The following day

4. Continue with the remaining performances using the same procedure as the day before.

Summative Score

5. Once all performances have been presented, and scores have been recorded for grade assignment purposes, return scored copies of the Oral Presentation Rubric and their notebook contents to the students. Allow students time to review their scores and ask any questions that they might have.

**Student Directions:**

1. Students should display the qualities of a polite and appreciative audience.
2. Be attentive.

**Scoring Method and Criteria:**

Student performances are a summative assessment. During their oral presentation and through use of the Oral Presentation Rubric, students are assessed on being Information Managers, Effective Communicators, and Effective Leaders. Students will receive a score from the teacher on the presentation, preparation, and content as defined by the criteria presented in the rubric. The Oral Presentation Rubric is included in the Associated File.

# ORAL PRESENTATION RUBRIC

	4 The <b>Dynamic</b> (HOT)	3 The <b>Effective</b> (WARM)	2 The <b>Satisfactory</b> (COOL)	1 The <b>Developing</b> (COLD)
Preparation	Student	Student	Student	Student
<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>-Investigation</li> <li>-Recording</li> <li>-Webbing</li> <li>-Drafting</li> </ul> <p>-Revision of information relevant to the task</p>	<p>___ Insightfully selects, analyzes, and synthesizes information in a way that enhances the outcome of the task.</p> <p>___ Completes investigation, recording, and webbing devices and uses them effectively in creating a draft.</p> <p>___ Effectively utilizes teacher/peer feedback to enhance the revision process.</p>	<p>___ Accurately selects, interprets and synthesizes information in a way that gives clear understanding to the outcome of the task.</p> <p>___ Participates in using investigation, recording, and webbing devices and uses them to create a draft.</p> <p>___ Somewhat effectively utilizes teacher/peer feedback to enhance the revision process.</p>	<p>___ Adequately selects, interprets, and synthesizes information in a way that logically achieves the intent of the task.</p> <p>___ Has adequate participation in investigation, recording, and webbing activities and uses them somewhat to create a draft.</p> <p>___ Uses some teacher/peer feedback in the revision process but in an ineffective way.</p>	<p>___ Moderately selects information that is relevant to the task, attempts to interpret and synthesize the information, but in such a way that the outcome is nebulous. ___ Participation in investigation, recording, and webbing devices is incomplete and use of them for creating a draft is negligible.</p> <p>___ Does not use teacher/peer feedback to assist with the revision process.</p>
Delivery				
<p><u>Verbal Strategies of:</u></p> <ul style="list-style-type: none"> <li>-Volume</li> <li>-Rate</li> <li>-Phrasing</li> <li>-Enunciation</li> </ul> <p>are used effectively</p>	<p>___ Speaks in a comfortably audible voice with</p> <p>___ Clear enunciation and an</p> <p>___ Appropriate rate of speed, which is varied in pitch.</p> <p>___ There is no use of filler utterances.</p> <p>___ Strategies were precisely and repeatedly used throughout the speech.</p>	<p>___ Speaks in a sufficiently audible voice with</p> <p>___ Clear enunciation and</p> <p>___ A fairly appropriate rate of speed and with some variation in pitch.</p> <p>___ There is minimal use of filler utterances.</p> <p>___ Strategies were consciously used throughout most of the speech.</p>	<p>___ Speaks in a low, audible voice with</p> <p>___ Proper enunciation and at</p> <p>___ A rate that does not distract the audience. Varying pitch is not maintained.</p> <p>___ There is an abundance of filler utterances.</p> <p>___ Attempts to maintain strategies are obvious to the point of distraction.</p>	<p>___ Speaks in an inaudible voice and/or</p> <p>___ Has poor enunciation.</p> <p>___ Speech is at a rate of speed that impairs audience listening and comprehension, and is monotone with no varying pitch to the voice.</p> <p>___ There is an over abundance of filler utterances and</p> <p>___ Strategies are not used effectively.</p>
<p><u>Nonverbal Strategies of:</u></p> <ul style="list-style-type: none"> <li>-Posture</li> <li>-Eye Contact</li> <li>-Gestures</li> <li>-Facial expressions</li> </ul> <p>are used effectively</p>	<p>___ Relaxed, natural, expressive posture that is free of rocking and fidgeting.</p> <p>___ Maintains eye contact with the entire audience and with minimal use of note cards.</p> <p>___ Gestures are frequent, meaningful, and enhance the presentation.</p> <p>___ Facial expressions indicate interest and are used for emphasis and with ease.</p>	<p>___ Strives to portray a natural and comfortable posture that is free of rocking and fidgeting.</p> <p>___ Maintains eye contact with a considerable portion of the audience and with appropriate use of note cards.</p> <p>___ Gestures are evident on occasion and are meaningful when used.</p> <p>___ Conscious use of facial expressiveness helps to make the speaker's point.</p>	<p>___ Posture is tense and awkward and is accompanied by some rocking and fidgeting.</p> <p>___ Maintains minimal audience eye contact and relies heavily on notes.</p> <p>___ Use of gestures is deliberate and is not necessarily effective in making a point.</p> <p>___ There is little, awkward, and/or inappropriate use of facial expressions.</p>	<p>___ Ridged and frozen with no relaxed natural movement and/or rocking and fidgeting is distracting to the audience as well as the speaker. ___ Little or no eye contact with the audience is made, mostly reads from cards.</p> <p>___ Gestures are not used and there is</p> <p>___ A lack of facial expressions.</p>
<p>A visual, audio, or statistical aid is:</p> <ul style="list-style-type: none"> <li>-Used during the speech</li> <li>-Is relevant</li> <li>-Enhances the point</li> <li>-Helps audience remember the point</li> </ul>	<p>___ A relevant presentation aid is ___ very effectively and creatively used ___ during the speech to ___ enhance audience awareness and remembrance of a point.</p>	<p>___ A relevant presentation aid is ___ effectively used ___ during the speech.</p> <p>___ It is somewhat predictable and not as memorable and enhancing of the point.</p>	<p>___ A presentation aid is used during the speech. It is predictable and ___ does not effectively achieve desired results with the audience OR ___ an aid is used but ___ is inappropriate for the point it is used for.</p>	<p>___ A presentation aid is not used during the speech.</p>

# ORAL PRESENTATION RUBRIC

	4 The <b>Dynamic (HOT)</b>	3 The <b>Effective (WARM)</b>	2 The <b>Satisfactory (COOL)</b>	1 The <b>Developing (COLD)</b>
Organization & Content	Student	Student	Student	Student
<p><u>Introduction</u> is:</p> <ul style="list-style-type: none"> <li>-Strong and attention getting</li> <li>-Address of the guiding question is obvious</li> <li>-Opinion is clearly stated</li> <li>-Clear and easy to understand so audience could predict the basic structure.</li> </ul>	<p>___ Quickly and easily grabs the audience’s attention, ___ the opinion is clearly stated and ___ in response to the guiding questions it is compelling and draws listeners in. ___ Audience is with the speaker from the outset.</p>	<p>___ The introduction is well defined and ___ responds to the guiding question. ___ Opinion is clearly given. ___ Audience can predict fairly well where you are going and are not left hanging from the outset.</p>	<p>___ The introduction is weak and ___ the opinion is not clear. ___ Addressing of the guiding question is hard to distinguish. ___ Listeners are intent on figuring out where this is leading.</p>	<p>___ It is difficult to find the introduction at all and ___ the audience is unable to distinguish what the speaker’s opinion is. ___ The guiding question is not responded to. ___ The speaker fails to get the audience’s attention from the outset.</p>
<p><u>Body</u> is:</p> <ul style="list-style-type: none"> <li>-Complete with accurate historical facts as supportive details</li> <li>-Organized in a meaningful way with ideas flowing logically</li> <li>-Focused on the purpose</li> <li>-Presented in the author’s own words (except for deliberate quotes)</li> <li>-Designed with emotional appeal.</li> </ul>	<p>___ Details are historically correct and meaningful to the historical time period. ___ They are obviously and strongly supportive of the opinion being presented. ___ The organization is meaningful and tight and ___ well focused with ___ ideas flowing logically. ___ It is clearly written in the author’s own language. ___ It is laced with strong emotional appeal.</p>	<p>___ Details are historically correct, ___ organized in a meaningful way, and well connected to both the historical time period and the purpose of the presentation. ___ They are supportive of the opinion being presented. ___ It is fairly well focused with ___ ideas demonstrating logical connection to the ___ focused purpose. ___ It is written in the author’s own words. ___ It has moments where emotional appeal is there.</p>	<p>___ Details are historically correct but it is ___ difficult to make a connection to the purpose of the presentation. ___ They are not clearly supportive of the opinion being presented. ___ The focus is weak with ___ ideas being poorly presented in a somewhat scattered and illogical way. ___ Most of the words are that of the author. ___ It has little or weak emotional appeal.</p>	<p>___ If historical details are included they are incorrect and irrelevant, and ___ the organization allows little or no connection to the purpose of the presentation. ___ They are not supportive of the opinion being presented. ___ There is much disconnection throughout the speech and ___ no logical arrangement of ideas. ___ These are not the author’s own words. ___ There is no emotional appeal.</p>
<p><u>Conclusion</u> is:</p> <ul style="list-style-type: none"> <li>-A clear call to belief</li> <li>-Summary of the author’s opinion as it pertains to the guiding question</li> <li>-Strongly convicting.</li> </ul>	<p>___ Listeners are led to an obvious ending that ___ clearly states the author’s belief of his/her response to the guiding question. ___ The audience is left strongly compelled by the author’s conviction as presented in the conclusion.</p>	<p>___ The ending is fairly easy to detect and ___ the author’s beliefs are restated but without obviously tying them back to the guiding question. ___ The audience is left with a clear understanding of the author’s opinion and some conviction.</p>	<p>___ The ending catches the listener off guard and is not easy to predict. ___ The author’s beliefs are not clearly restated or tied back to the guiding question. ___ There is little call to belief and the audience is left with little conviction.</p>	<p>___ The speech ends abruptly with thoughts being left hung out to dry. ___ There is no tying up of loose ends, and the audience is left stranded. ___ Listeners are not led to a belief or a conviction for the author’s opinion.</p>