

SPEAKING SCORING GUIDE: Third Grade Student Version

Ideas and Content Explaining my topic or message

<p>6 The student's message is very clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas that are well thought out.• has important details that are carefully selected and catch the listeners' attention.• is creative and very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>5 The student's message is clear, focused and interesting. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has strong details that help the listeners understand the message.• is very successful in choosing ideas and details that are interesting and understandable to the listeners.	<p>4 The student's message is clear and sticks to the topic. The student</p> <ul style="list-style-type: none">• has clear main ideas.• has details that fit the message but may not be strong.• is successful in choosing ideas and details that are interesting and understandable to the listeners.
<p>3 The student's message is understandable but may be too general or stray off the topic. The student</p> <ul style="list-style-type: none">• has main ideas that can be found, but may not be clear.• has some details, but they may be off the subject.• tries to choose ideas and details that are interesting and understandable to the listeners but may not always succeed.	<p>2 The student tries to present a message, but it is hard to understand. The student</p> <ul style="list-style-type: none">• has main ideas that are not clear.• has only a few details; they do not fit the main idea or make sense.• makes little effort to choose ideas and details that are interesting and understandable to the listeners.	<p>1 The student's purpose and/or ideas are not clear. The student</p> <ul style="list-style-type: none">• has no main ideas.• has details that do not make sense or no details at all; speech may be too short to develop an idea.• does not choose ideas and details that are interesting and understandable to the listeners.

Organization

Planning and using clear connections from beginning to end

<p>6 The student organizes the message in an effective and unusual way. The student</p> <ul style="list-style-type: none"> • uses a strong, creative beginning that leads to the main ideas and creates a desire to hear more. • carefully and creatively places ideas and details to make the message clear. • makes smooth, well-planned connections that allow the ideas to flow from one to the next. • uses a creative, well designed ending that matches the message. 	<p>5 The student organizes the message in an effective way. The student</p> <ul style="list-style-type: none"> • uses a strong beginning that leads to the main ideas. • carefully places ideas and details to make the message clear. • makes connections that allow the ideas to flow from one to the next. • uses a strong, well planned ending that matches the message. 	<p>4 The student organizes the message in a clear but plain way. The student</p> <ul style="list-style-type: none"> • uses a beginning that leads to the main ideas. • places ideas and details that make the message easy to follow. • makes connections that allow the ideas to flow from one to the next, but the connections may be ordinary. • uses a planned ending that may be ordinary but still matches the message.
<p>3 The student’s message can be followed for the most part. The student</p> <ul style="list-style-type: none"> • uses a beginning that is either not thought-out or is awkward. • places ideas and details in a way that is occasionally unclear or confusing. • has ideas that usually flow from one to the next, but the connections may be unclear or are overused. • uses an ending that is too short or does not match the message. 	<p>2 The student’s message is often difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is too short to present the main ideas, or the beginning is missing. • makes little effort to place ideas and details so that they make sense. • has ideas that do not flow from one to the other; the connections are unclear, overused or missing. • uses an ending that is too short, or there is no ending at all. 	<p>1 The student’s message is difficult to follow. The student</p> <ul style="list-style-type: none"> • uses a beginning that is not on the subject, or the beginning is missing. • makes no effort to place ideas and details so that they make sense; the message is muddled. • does not connect ideas together. • uses an ending that is not on the subject, or the ending is missing.

Delivery*
Information presented clearly

<p>6 The student shows outstanding skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that makes the audience pay attention. • speaks very clearly and correctly; no mistakes are made. • has creative changes in rate, volume, and tone that match the message and make the speech interesting and easy to understand. • has a delivery that is always smooth. • has excellent use of gestures and facial expressions that make the message clear and interesting. 	<p>5 The student shows very effective skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • uses eye contact that helps the audience pay attention. • speaks clearly and correctly. • has changes in rate, volume, and tone that make the speech interesting and easy to understand. • has a delivery that is almost always smooth; very few pauses. • uses gestures and facial expressions properly to make the message clear and interesting. 	<p>4 The student shows satisfactory skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes eye contact with most of the audience. • speaks clearly and correctly; some mistakes are made. • has a rate, volume, and tone that are understandable. • has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message. • uses gestures and facial expressions to help explain the message.
<p>3 The student shows some skill in speaking to an audience. The student</p> <ul style="list-style-type: none"> • makes some eye contact with the audience; sometimes reads notes. • uses words that are usually clear and correct; some mistakes may be made. • has a rate, volume, and tone that may at times be too fast or slow, too soft, or have too few changes. • has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever.” • uses some gestures and facial expressions. 	<p>2 The student shows little skill in speaking to the audience. The student</p> <ul style="list-style-type: none"> • makes little or no eye contact; reads notes. • is often hard to understand, or some words are said incorrectly. • often speaks too fast or slow, too soft, or in the same tone. • has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever.” • uses few, if any, gestures or facial expressions. 	<p>1 The student does not seem to know how to speak to the audience. The student</p> <ul style="list-style-type: none"> • makes no eye contact; reads notes. • is hard to understand, or many words are said incorrectly. • speaks too fast or slow, too soft, or in the same tone. • has a delivery that is not smooth and takes away from the message. • uses few, if any, gestures or facial expressions; those used take away from the message.

* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).

Language[❖]

Choosing words carefully to create a picture in the listeners' minds

<p>6 The student thoughtfully uses language that makes the message very clear and interesting. The student</p> <ul style="list-style-type: none"> • carefully selects original, expressive, strong words that paint a clear picture in the listeners' minds. • uses words and grammar correctly to make the message clear. 	<p>5 The student uses language that makes the message clear and colorful. The student</p> <ul style="list-style-type: none"> • uses many interesting words that paint a picture in the listeners' minds. • almost always uses words and grammar correctly to make the message clear and interesting. 	<p>4 The student uses language that helps make the message clear. The student</p> <ul style="list-style-type: none"> • uses words that tell the message but may not paint a picture in the listeners' minds. • has a few mistakes in the use of words and grammar which do not take away from the message.
<p>3 The student uses ordinary language. The student</p> <ul style="list-style-type: none"> • uses words that are not interesting. • makes mistakes in the use of words and grammar that take away from the message. 	<p>2 The student sometimes has a difficult time finding the right words. The student</p> <ul style="list-style-type: none"> • uses words that are dull and too general. • makes many mistakes in the use of words and grammar that hurt the meaning of the message. 	<p>1 The student's use of language is limited. The student</p> <ul style="list-style-type: none"> • uses words that are dull, too general, and/or wrong. • makes important mistakes in the use of words and grammar that greatly hurt the meaning of the message.

[❖] While language skills are being developed in the classroom, and students should be given feedback for instructional purposes, they will not be required to meet a standard score in language at the grade 3 benchmark.