



NTN Oral Communication, Middle School

The ability to communicate knowledge and thinking through effective oral presentations.

	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT High School Ready	P/A	ADVANCED High School Level
CLARITY <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>	<ul style="list-style-type: none"> Presents an unclear perspective Line of reasoning is absent, unclear, or difficult to follow 		<ul style="list-style-type: none"> Presents a general perspective Line of reasoning can be followed 		<ul style="list-style-type: none"> Presents a clear perspective Line of reasoning is clear and easy to follow 		<ul style="list-style-type: none"> Presents a clear and original perspective Line of reasoning is clear and convincing Addresses alternative or opposing perspectives when appropriate
EVIDENCE <i>What is the evidence that the student can present a perspective with supportive evidence?</i>	<ul style="list-style-type: none"> Draws on facts, experience, or research in a minimal way Demonstrates limited understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experience, and/or research inconsistently Demonstrates an incomplete or uneven understanding of the topic 		<ul style="list-style-type: none"> Draws on facts, experiences and research to support a perspective Demonstrates an understanding of the topic 		<ul style="list-style-type: none"> Facts, experience and research are synthesized to support a perspective Demonstrate an in-depth understanding of the topic
ORGANIZATION <i>What is the evidence that the student can organize a presentation in a way that supports audience understanding?</i>	<ul style="list-style-type: none"> A lack of organization makes it difficult to follow the presenter's ideas and line of reasoning 		<ul style="list-style-type: none"> Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning 		<ul style="list-style-type: none"> Organization is generally appropriate to the purpose, audience, and task Transitions are used and sometimes guide audience understanding 		<ul style="list-style-type: none"> Organization is appropriate to the purpose and audience and reveals the line of reasoning Effectively hooks and sustains audience engagement
LANGUAGE USE <i>What is the evidence that the student can use language appropriately and fluidly to support audience understanding?</i>	<ul style="list-style-type: none"> Uses language and style that is unsuited to the purpose, audience, and task Stumbles over words, interfering with audience understanding 		<ul style="list-style-type: none"> Uses language and style that is at times unsuited to the purpose, audience, and task Speaking has significant lapses of incorrect language use that detracts from audience understanding 		<ul style="list-style-type: none"> Mostly uses appropriate language and style that is suited to the purpose, audience, and task Speaking is fluid with minor lapses of incorrect language use that detracts from audience understanding 		<ul style="list-style-type: none"> Uses varied language that is suited to the purpose, audience, and task Speaking is consistently fluid and easy to follow
USE OF DIGITAL MEDIA / VISUAL DISPLAYS <i>What is the evidence that the student can use digital media/visual displays to engage and support audience</i>	<ul style="list-style-type: none"> Digital media or visual displays are confusing, or extraneous, or distracting 		<ul style="list-style-type: none"> Digital media or visual displays are primarily informative and relevant but some elements are confusing, extraneous, or distracting 		<ul style="list-style-type: none"> Digital media or visual displays are informative and relevant 		<ul style="list-style-type: none"> Digital media or visual displays are appealing, informative, and support audience engagement and understanding

understanding?

PRESENTATION SKILLS
What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?

- Makes minimal use of presentation skills: lacks control of body posture; does not make eye contact; voice is unclear and/or inaudible; and pace of presentation is too slow or too rushed
- Presenter's energy is unsuitable for the audience and purpose of the presentation

- Demonstrates a command of eye contact and clear and audible voice
- Presenter's energy is sometimes appropriate for the audience and purpose of the presentation

- Usually provides a direct and mostly complete response to questions; demonstrates an adequate command of the facts and understanding of the topic

- Demonstrates a command of some aspects of presentation skills, including control of body posture, language fluency, eye contact, clear and audible voice, and appropriate pacing
- Presenter's energy is appropriate for the audience and purpose of the presentation, with minor lapses

- Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing
- Presenter's energy and affect are appropriate for the audience and support engagement

- Provides a direct and complete response to questions; demonstrates an in-depth command of the facts and understanding of the topic

INTERACTION WITH AUDIENCE
What is the evidence that the student can respond to audience questions effectively?

- Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic

- Provides an indirect or partial response to questions; demonstrate a partial command of the facts or understanding of the topic

- Provides a direct and complete response to questions; demonstrates an in-depth command of the facts and understanding of the topic