

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

<p><i>support audience understanding?</i></p>				
<p><b>PRESENTATION SKILLS</b>  <i>What is the evidence that the student can control and use appropriate body language and speaking skills to support audience engagement?</i></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Presenter's energy is unsuitable for the audience and purpose of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a command of eye contact and clear and audible voice</li> <li>• Presenter's energy is sometimes appropriate for the audience and purpose of the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Presenter's energy is appropriate for the audience and purpose of the presentation, with minor lapses</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing</li> <li>• Presenter's energy and affect are appropriate for the audience and support engagement</li> </ul>
<p><b>INTERACTION WITH AUDIENCE</b>  <i>What is the evidence that the student can respond to audience questions effectively?</i></p>	<ul style="list-style-type: none"> <li>• Provides a vague response to questions; demonstrates a minimal command of the facts or understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Provides an indirect or partial response to questions; demonstrate a partial command of the facts or understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Usually provides a direct and mostly complete response to questions; demonstrates an adequate command of the facts and understanding of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a direct and complete response to questions; demonstrates an in-depth command of the facts and understanding of the topic</li> </ul>