

O(ral) P(ractice) Activities ( Speaking skills )									
N°	Topic	Title Teacher's signature	Date	Evaluation					
				Fluency Rhythm	Pron. Stress Tone	Vocab Range	Gram. Accur.	Comprehens. Communic. Coherence Content	Total /25 /10
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Criteria / rubrics see : <http://rubistar.4teachers.org/index.php>

**Fluency - Pronunciation, Stress, Intonation - Vocabulary range - Grammatical accuracy and syntax – Comprehension, Communication, Coherence, Content**

/ = not assessed	0 = disastrous	0.5 = totally unacceptable	1 = rather unacceptable
1.5 = unacceptable	2 = substandard	2.5 = weak	3 = satisfactory
3.5 = quite good	4 = good	4.5 = very good	5 = really outstanding

<b>Class(es)</b>		<b>English Oral Practice</b>											
<b>School year</b>													
<b>Name:</b>		<b>Nr.</b>											
<b>Total Score</b>		<b>/10</b>			<b>/25</b>			<b>/ 50</b>			<b>/75</b>		
<b>A. Evaluation Speaking Skills (book review, presentation)</b>													
<b>1. Fluency</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>2. Pronunciation, stress, intonation</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>3. Vocabulary Range</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>4. Grammatical Accuracy</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>B. Contents / Coherence / Communication</b>													
<b>5. Contents</b>	<b>Well prepared</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
	<b>Interesting info</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
	<b>Correct info</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>6. Structure</b>	<b>Clear &amp; Coherent</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>7. Body Language</b>	<b>Eye Contact</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
	<b>Attitude: enthusiastic, nervous, indifferent etc.</b>	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>C. Parameters Power Point Presentation</b>													
<b>8. Use of a convenient template</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>9. Nice looking template and images</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>10. Well-structured presentation</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>11. Suitable amount of text per slide</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	
<b>12. Absence of spelling mistakes</b>		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	

0= totally unacceptable 0.5 = quite unacceptable 1= not convincing 1.5 = not very good 2= rather good 2.5 = quite good 3= satisfactory 3.5 = good 4= very good 4.5 = excellent 5 = really outstanding

Rubrieken	0	1	2	3	4-5
<b>Fluency/size</b> Vlotheid = debiet  Size = de grootte van de taalstaal die je verwacht bij een opdracht	Het taalstaal is ontoereikend voor de evaluatie (zelfs na aanmoediging door de gesprekspartner)	Onsamenhangend gesprek en/of frequente aarzelingen verhinderen de communicatie en storen de toehoorder	Tamelijk frequente en merkbare aarzelingen. De communicatie komt nog tot stand maar bij momenten zijn de aarzelingen storend.	Occasionele maar merkbare aarzelingen maar niet van die aard dat het de toehoorder stoort of dat het de communicatie belemmert.	Coherente interactie met goed debiet en ritme.. Weinig storende aarzelingen. Draagt zo volledig en efficiënt bij tot interactie
<b>Accuracy</b>	Het taalstaal is ontoereikend voor de evaluatie (zelfs na aanmoediging door de gesprekspartner)	Frequente fouten tegen basiskennis.	Basisstructuren zijn soms nog onnauwkeurig. Meer complexe structuren worden weinig gebruikt en zijn vaak fout.	De basisstructuren zijn voldoende correct maar met complexere structuren zijn soms moeilijkheden.	Geen of nauwelijks fouten in een brede waaier van structuren (o.a. tijden en voorzetsels).
<b>Range</b>  Vooraf 'vocabulary resource' maar ook het gebruik van complexere grammaticale structuren	Het taalstaal is ontoereikend voor de evaluatie (zelfs na aanmoediging door de gesprekspartner)	Serieuze tekorten in woordenschat maken de communicatie zeer moeilijk.	Blijk van beperkt aantal structuren en woordenschat zodat de communicatie weinig soepel verloopt.	Blijk van een goed aantal structuren en woordenschat vooral voor dagdagelijkse opdrachten, abstracte onderwerpen liggen moeilijker.	Een brede waaier van structuren en woordenschat voor dagdagelijkse opdrachten en voldoende voor meer abstracte onderwerpen.
<b>Pronunciation</b>	Het taalstaal is ontoereikend voor de evaluatie (zelfs na aanmoediging door de gesprekspartner)	Opvallend moedertaalaccent, grote gebreken in de uitspraak. Ze zijn storend voor de toehoorder.	Merkbaar moedertaalaccent, lichte moeilijkheden met sommige klanken of aspecten van de prosodie. Ze storen de toehoorder niet en beletten de communicatie niet	Licht moedertaalaccent maar niet opvallend. Goede beheersing van de uitspraak en de prosodie.	
<b>Task</b>	Het taalstaal is ontoereikend voor de evaluatie (zelfs na aanmoediging door de gesprekspartner)	Eén of meerdere onderdelen van de taak is op beperkte wijze uitgevoerd. Het taalgebruik is soms onaangepast.	De opdracht wordt volledig uitgevoerd en op efficiënte wijze. Het taalgebruik is aangepast aan elk onderdeel van de taak.		

## Speaking resources (Independent Learning)

<http://www.bellenglish.com/>

<http://www.fonetiks.org/> (pronunciation practice in different kinds of English)

<http://www.faceweb.okanagan.bc.ca/pron/>

(pronunciation activities from Okanagan University College, Canada)

<http://www.geocities.com/Athens/8136/tonguetwisters.html>

**Randall's Listening Lab:** <http://www.esl-lab.com/> Long and short listening quizzes on three levels. Requires Real Player 8.

<http://www.acapela-group.com/index.asp> This programme reads out texts that you pasted into a box. American or British English.

## Presentation resources ( photos and scenic pictures)

Searching tourist pictures. Click on Community in the home page, choose Travel, Entertainment, Scenery and Nature. If you choose Travel, you can go on searching: Europe, Asia, USA, Australia for pictures which are free downloadable.

- <http://www.webshots.com/>
- <http://www.flyingmonk.com/>
- **Planet Travel guide** <http://www.planetware.com/>
- **Travel by Pictures** <http://www.travelbypictures.com/>
- **World is Round** <http://www.worldisround.com/>
- **City Panoramas** <http://www.panotour.net/html/st links.html>
- **Blogdrive:** Publishing pictures, links and text on a webpage:  
<http://www.blogdrive.com/>
- Weblogmachine **Blogger:** <http://www.blogger.com/start>
- **Scrapbooks:** <http://www.ccsdschools.com/>  
<http://dellington.org/scrapbk/scrap00.html>  
<http://dellington.org/scrapbk/scrap00.html>

If you have to make a power point presentation, you can find information on how to do this when you click on <http://www.sip.be/cursus/powerpoint/inhoud.htm>

## Discussion Topics

1. Politics:  
the **first-past-the-post** election system in the United Kingdom with its advantages and disadvantages:  
[http://news.bbc.co.uk/vote2001/hi/english/voting\\_system/newsid\\_1173000/1173697.stm](http://news.bbc.co.uk/vote2001/hi/english/voting_system/newsid_1173000/1173697.stm)
2. Politics:  
the main British parties:
  - a) Conservative or Tories: <http://www.conservatives.com/>
  - b) Labour or Socialists: <http://www.labour.org.uk/>
  - c) Liberal-Democrats: <http://www.liberal.org.uk/>
3. Politics:  
the '**devolution**' system in Scotland and Wales : [http://elt.britcoun.org.pl/g\\_guide.htm](http://elt.britcoun.org.pl/g_guide.htm)
4. Politics:  
The monarchy: <http://www.royal.gov.uk/output/Page1.asp>
5. Social  
the National Health Service: <http://www.nhs.uk/>
6. Social : Animal care:  
<http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/News/NewsFeature>
7. The Navy: <http://www.royal-navy.mod.uk/>
8. The Air Force: <http://www.raf.mod.uk/>
9. British Food : a few traditional recipes <http://www.britainexpress.com/articles/Food/>
10. London holidays:  
[http://www.ncs-nj.org/vain/London%20Vacation/vain\\_london/intro.htm](http://www.ncs-nj.org/vain/London%20Vacation/vain_london/intro.htm)
11. London Museums
  - a) <http://www.thebritishmuseum.ac.uk/>
  - b) <http://www.sciencemuseum.org.uk/>
  - c) <http://www.nationalgallery.org.uk/>
  - d) <http://www.tate.org.uk/home/default.htm>
  - e) <http://www.ltmuseum.co.uk/> (London Transport Museum)
  - f) <http://www.madame-tussauds.co.uk/>
  - g) <http://www.museumoflondon.org.uk/>
  - h) <http://www.nhm.ac.uk/> ( Natural History Museum)
  - i) <http://www.vam.ac.uk/> ( Victoria and Albert Museum)
12. London Parks: <http://www.royalparks.gov.uk/>

13. London Sights: attractions or institutions

- a) <http://www.toweroflondontour.com/>
- b) <http://www.parliament.uk/>
- c) <http://www.westminster-abbey.org/>
- d) <http://www.stpauls.co.uk/page.aspx?theLang=001Ingdef&pointerid=169345dwprEOVViTRLd8xXbHBDHGbzge> ( St- Paul's Cathedral)
- e) <http://river-thames.com/>
- f) <http://www.cityoflondon.gov.uk/>
- g) <http://www.tourist-information-uk.com/buckingham-palace.htm>
- h) <http://www.hrp.org.uk/webcode/home.asp> (Hampton Court)
- i) <http://www.nmm.ac.uk/site/navId/00500300f> (National Maritime Museum, Greenwich)

14. British Sports:

- a) Cricket: <http://www.cricket365.com/>  
<http://www.cricketworld.com/CricketWorld/index.htm>
- b) Soccer: <http://www.soccerlinks.co.uk/pages/>  
[http://www.wsoccer.com/history\\_and\\_rules/glossary.htm](http://www.wsoccer.com/history_and_rules/glossary.htm)
- c) Rugby :  
[http://news.bbc.co.uk/sport1/hi/rugby\\_union/default.stm](http://news.bbc.co.uk/sport1/hi/rugby_union/default.stm)  
[http://news.bbc.co.uk/sport1/hi/rugby\\_league/default.stm](http://news.bbc.co.uk/sport1/hi/rugby_league/default.stm)

<http://www.rfl.uk.com/Templates/RFLDefault.asp?modeID=&RFLMode=&Pkey=&CompName>  
=

- d) Tennis: <http://news.bbc.co.uk/sport1/hi/tennis/default.stm>  
<http://www.real-tennis.com/history/main.html>
- e) Badminton: <http://www.baofe.co.uk/>

15. Music in Britain: <http://www.bmic.co.uk/>  
<http://www.columbia.edu/~brennan/beatles/britpop.html>

16. British films : <http://www.bfi.org.uk/> , <http://www.bbfc.co.uk/>

17. Biographies of celebrities: <http://www.biography.com/>

18. Distance Learning:

<http://uk.cambridge.org/catalogue/catalogue.asp?isbn=052181541X>

19. Australia

<http://grassroots.tisdalschooldiv.sk.ca/olympics/grade8/D.Anew.htm>  
<http://www.csu.edu.au/australia/>  
<http://www.australiaday.gov.au/>

### Pair work discussion topics taken from 'For and Against' by LG Alexander

1. Any form of education other than co-education is simply unthinkable.
2. Camping is the ideal way of spending a holiday.
3. New fashions in clothing are created solely for the commercial exploitation of women.
4. We should all grow fat and be happy.
5. The younger generation knows best.
6. Only stricter traffic laws can prevent accidents.
7. Parents are too permissive with their children nowadays.
8. Advertisers perform a useful service to the community.
9. Pop stars certainly earn their money.
10. Vicious and dangerous sports should be banned by law.
11. The only thing people are interested in today is earning more money.
12. Compulsory military service should be abolished in all countries.
13. Examinations exert a pernicious influence on education.
14. People should be rewarded according to ability, not according to age and experience.
15. The tourist trade contributes absolutely nothing to increasing understanding between nations.
16. Only a madman would choose to live in a large modern city.
17. Equality of opportunity in the twentieth century has not destroyed the class system.
18. No one wants to live to be a hundred.
19. Capital punishment is the only way to deter criminals.
20. Violence can do nothing to diminish race prejudice

# DISCUSSIONS

## DIRECTIONS

This form is designed to help you evaluate student panel discussions and discussion groups. It may also be used for whole-class discussions. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the discussion group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. Each member of the group had a clear understanding of the group's task.					
2. Group members presented their ideas and information in a clear and logical manner.					
3. Group members willingly listened to one another.					
4. Each member of the group contributed to the discussion.					
5. Group members encouraged and respected the contributions of other members.					
6. The group kept the discussion focused on the topic or task.					
7. Group members spoke loudly and clearly enough to be heard by all listeners.					
8. Contributions of group members demonstrated understanding of the topic being discussed.					
9. The discussion met all the requirements of the assignment.					
10. Overall, the discussion represented the full potential of the participants.					

### Additional Comments:

μ

**Total Points/Grade:** \_\_\_\_\_



## DEBATES

<http://www.webenglishteacher.com/speech.html>

### DIRECTIONS:

This form is designed to help you evaluate student debates. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. Participants' statements are accurate and well researched.					
2. Participants' contributions demonstrate understanding of the topic and related concepts.					
3. Participants deliver ideas in a clear and concise manner, without too much reliance on notes.					
4. Participants speak loudly and clearly enough to be heard by the audience.					
5. Participants maintain eye contact with each other and with the audience.					
6. Each participant's statements are relevant to the topic and appropriate for his or her side of the debate.					
7. The debate follows the appropriate format and time limits.					
8. Rebuttal statements are appropriate and show that participants listened to and understood the opposing arguments.					
9. The debate fulfills the requirements of the assignment.					
10. Overall, the debate represents the full potential of the participants.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

# Debating

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Subject of Debate: \_\_\_\_\_

Pro or Con (Circle one) Which Side Won: \_\_\_\_\_

Criteria	1	2	3	4	5
Appearance of team (professionally dressed.)					
Opening statements were well organized.					
Team members addressed remarks to the audience.					
Opening statements were not read from cards.					
Both team members participated equally in opening statement.					
Students spoke loud enough to be heard.					
Rebuttal was specific to arguments made in the opposing team's opening statement.					
Both team members participated equally in the rebuttal.					
Answers to audience questions were well thought out.					
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc. )					

Points Earned: \_\_\_\_\_/100 Points

## Self-evaluation Making Presentations 1

<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The information I gave was interesting or important to others.					
I was well informed about my topic.					
I used vocabulary that the audience could understand or defined unfamiliar terms.					
My vocabulary was strong and varied.					
I used an effective and appropriate attention-getting device.					
I used logical appeals where appropriate.					
Logical appeals included reliable, factual information.					
I used emotional or persuasive appeals where appropriate.					
I added supportive detail to the main point(s).					
I correctly answered most questions from the audience.					
The information I gave was interesting or important to others.					
<b>DELIVERY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I maintained eye-contact most of the time.					
I spoke to the entire audience, not just one or two people.					
My pronunciation was clear and easy to understand.					
My rate of speech was not too fast or too slow.					
My voice could be heard easily by the entire audience.					
My voice varied in pitch; it was not monotonous.					
I did not use filler words (e.g., "uhm," "uh," "ah," "mm," "like," etc.)					
I used standard grammar.					
My body language was not too tense or too relaxed.					
I maintained good posture.					
I used meaningful gestures.					
I didn't fidget, rock back and forth, or pace.					
I used notes sparingly; I did not read from them.					
I didn't hesitate or lose my place.					
I didn't call attention to errors by apologizing.					

## Self-evaluation Making Presentations 2

<b>ORGANISATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I organized ideas in a meaningful way.					
The information and arguments/details were easy to follow.					
I stayed focused and did not stray off topic.					
The introduction included a clear statement of the main point(s).					
I included necessary background information about the topic.					
The audience could predict the presentations basic structure from the introduction alone.					
The body of the presentation contained support for, or details about, the main point(s).					
I used helpful transitions between main points (e.g., "First of all..." or "Similarly..." etc.).					
I used logical connectors between main points (e.g., "On the other hand..." or "Therefore...", etc.).					
Ideas flowed logically from one to the next.					
A strong conclusion was present.					
The conclusion had a clear call to action or belief.					
The audience could distinguish the introduction, body, and conclusion.					
<b>PRESENTATION AIDS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Presentation aids were used during the speech.					
Presentation aids were relevant to the speech.					
Presentation aids improved the presentation or reinforced main points.					
Presentation aids were not distracting.					
Presentation aids were creative.					
Visual aids were attractive.					
Visual aids were easily viewed or read by the entire audience.					
Audio aids were easily heard by the entire audience.					
Visual aids contained no spelling or grammatical errors.					
<b>RESOURCES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I used resources that addressed the topic thoroughly.					
I used resources that reflected different perspectives.					
Prominent resources were referred to in the speech.					
I used credible print resources.					
I used credible electronic resources.					
I used interviews with others as a resource.					
I used my own words in the speech.					
I used material in accordance with copyright.					
I cited my sources using the required format.					
A bibliography was available.					

# PRESENTATIONS 1

## DIRECTIONS

This form is designed to help you evaluate oral presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The topic of the presentation meets the requirements of the assignment.					
2. The presentation appears to be well researched.					
3. The presentation is well organized and cohesive.					
4. The presenter is adequately prepared for the presentation.					
5. The presentation indicates an understanding of the topic presented.					
6. The presenter employs a speaking and delivery style appropriate to the presentation topic.					
7. The presenter delivers ideas in a clear and concise fashion, without too much reliance on notes.					
8. The presenter speaks loudly and clearly enough to be heard by the audience.					
9. The presenter maintains eye contact with the audience.					
10. Overall, the work represents the presenter's full potential.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## PRESENTATIONS 2

### DIRECTIONS:

This form is designed to help you evaluate student presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's or group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The topic of the presentation meets the requirements of the assignment.					
2. The presentation appears to be well researched.					
3. The content of the presentation is appropriate and accurate.					
4. The presentation indicates an understanding of the topic.					
5. The presentation indicates an ability to synthesize information and understand cause and effect relationships.					
6. The presentation includes the required number of elements.					
7. Any artwork in the presentation is appropriate and carefully executed.					
8. The presentation is neat and inviting.					
9. If a group project, each group member appears to have participated in the development of the presentation.					
10. Overall, the presentation represents the individual's or group's full potential.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## Oral presentation rubric <http://rubistar.4teachers.org/index.php>

CATEGORY	4	3	2	1
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Pauses</b>	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Oral presentation rubric <http://rubistar.4teachers.org/index.php>

CATEGORY	4	3	2	1
<b>Vocabulary</b>	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
<b>Stays on Topic</b>	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.



## Presentation Rubric

Evaluating Student Presentations					
	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

## Historical Role Play

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
<b>Required Elements</b>	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
<b>Props/Costume</b>	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

## Puppet Show

CATEGORY	4	3	2	1
<b>Puppet Manipulation</b>	Puppeteers always manipulated puppets so audience could see them.	Puppeteers usually manipulated puppets so audience could see them.	Puppeteers sometimes manipulated puppets so audience could see them.	Puppeteers rarely manipulated puppets so audience could see them.
<b>Puppet Construction</b>	Puppets were original, creative, and constructed well. No pieces fell off during the performance.	Puppets were original and constructed well. No pieces fell off during the performance.	Puppets were constructed fairly well. No pieces fell off during the performance.	Puppets were not constructed well. Pieces fell off during the performance.
<b>Playwriting</b>	Play was creative and really held the audience's interest.	Play was creative and usually held the audience's interest.	Play had several creative elements, but often did not hold the audience's interest.	Play needed more creative elements.
<b>Scenery</b>	Scenery was creative, added interest to the play, and did not get in the way of the puppets.	Scenery was creative and did not get in the way of the puppets.	Scenery did not get in the way of the puppets.	Scenery got in the way of the puppets OR distracted the audience.
<b>Voice Projection</b>	Voices of puppeteers were always audible to people sitting in the back row.	Voices of puppeteers were usually audible to people sitting in the back row.	Voices of puppeteers were sometimes audible to people sitting in the back row.	Voices of puppeteers were rarely audible to people sitting in the back row.
<b>Accuracy of Story</b>	All important parts of story were included and were accurate.	Almost all important parts of story were included and were accurate.	Quite a few important parts of story were included and were accurate.	Much of the story was left out or was inaccurate.
<b>Expression</b>	Puppeteers' voices showed a lot of expression and emotion.	Puppeteers' voices showed some expression and emotion.	Puppeteers' voices showed a little expression and emotion.	Puppeteers' voices were monotone and not expressive.
<b>Staying in Character</b>	Puppeteers stayed in character throughout the performance.	Puppeteers stayed in character through almost all of the performance.	Puppeteers tried to stay in character through some of the performance.	Puppeteers acted silly or showed off.

## Class Debate

CATEGORY	4	3	2	1
Respect for other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

## Interviewing 1

CATEGORY	4	3	2	1
<b>Labelling</b>	The student put the date of the interview, place of the interview, full name of the person being interviewed, and the full name of the person being interviewed on the videotape, audiotape, or report.	The student included the date of the interview, place of the interview, and full name of the person being interviewed on the videotape, audiotape, or report.	The student included the date of the interview and full name of the person being interviewed on the videotape, audiotape, or report.	The student forgot to put the date of the interview OR the full name of the person being interviewed on the videotape, audiotape, or report.
<b>Videography</b>	Video does not rock/shake and the focus is excellent throughout.	Video does not rock/shake and the focus is adequate throughout.	Video has a little rocking or shaking, but the focus is excellent throughout.	The video rocks/shakes often OR the focus is not adequate.
<b>Sound Quality</b>	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape with no wind or background noise.	Both the interviewer and the person being interviewed can be heard/understood very clearly on the tape but there is some wind or background noise.	The person being interviewed can be heard/understood very clearly on the tape but the interviewer's voice is not easily heard.	The sound quality is poor making it hard to hear/understand the person being interviewed.
<b>Knowledge gained</b>	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
<b>Setting up the Interview</b>	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up a time for the interview, but needed a reminder to explain why he wanted to do the interview.	The student asked permission to set up a time for the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.

## Interviewing 2

CATEGORY	4	3	2	1
<b>Politeness</b>	Student never interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed and thanked them for being willing to be interviewed.	Student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed AND forgot to thank the person.
<b>Preparation</b>	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
<b>Formatting &amp; Editing</b>	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript but the information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the transcript.
<b>Notetaking</b>	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost.	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken.	The interviewer took notes during the interview, but did so in a way that interrupted the "flow" of the interview. Additional notes may, or may not, have been taken.	The interviewer took no notes during or after the interview.
<b>Follow-up Questions</b>	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
<b>Report Writing</b>	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.

<b>Multimedia Project Rubric 1</b>					
<b>Evaluator:</b>	<b>Project Name:</b>				
<b>Students:</b>					
<b>Preliminary Work</b>	<b>Inc.</b>	<b>Poor</b>	<b>Avg.</b>	<b>Good</b>	<b>Excellent</b>
Students completed storyboards prior to computer creation.	1	3	5	7	10
Students used primary and secondary research which included factual and interesting information.	1	3	5	7	10
Students included a minimum of _____ different resources.	1	3	5	7	10
Students created a running bibliography.	1	3	5	7	10
Students asked for permission of any copyrighted material.	1	3	5	7	10
Students focused topic into workable subtopics.	1	3	5	7	10
<b>Design</b>					
Students showed evidence presentation synthesis.	1	3	5	7	10
Stack contains all elements. . .text, graphics, sound, video, animation	1	3	5	7	10
Stack contains all presentation elements. . .introduction body, conclusion.	1	3	5	7	10
Students show design elements. contrast between text and background, graphics, video are not obtrusive and enhance the presentation.	1	3	5	7	10
Multimedia elements are visible, adequate font choices, colour schemes, sizes and styles are appropriate.	1	3	5	7	10
Navigation is easy and understandable.	1	3	5	7	10

<b>Multimedia Project Rubric 2</b>					
<b>Evaluator:</b>	<b>Project Name:</b>				
<b>Students:</b>					
<b>Preliminary Work</b>	<b>Inc.</b>	<b>Poor</b>	<b>Avg.</b>	<b>Good</b>	<b>Excellent</b>
<b>Content</b>					
Information is relevant and interesting	1	3	5	7	10
Students have used creativity in the design.	1	3	5	7	10
Students have used correct punctuation, complete sentences, grammar and spelling.	1	3	5	7	10
Students showed complete understanding of presented material.	1	3	5	7	10
Students used knowledge of file size manipulation to control the size of the presentation.	1	3	5	7	10
Students have labelled necessary video, graphics, maps for further understanding.	1	3	5	7	10
Students have used a majority of original artwork, animations, video, graphics, sounds etc.	1	3	5	7	10
<b>Presentation</b>					
The presentation is fluent from beginning to end.	1	3	5	7	10
Students understand presentation media such as LCD panels, projectors, sound equipment, video equipment, etc.	1	3	5	7	10
Students prepared and checked equipment prior to	1	3	5	7	10
Overall synthesis of the presentation.	1	3	5	7	10
					<b>Total: _____</b>



## MULTIMEDIA PRESENTATIONS

### DIRECTIONS

This form is designed to help you evaluate student-created multimedia presentations. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's or group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Statement	1	2	3	4	5
1. The topic of the presentation meets the requirements of the assignment.					
2. The presentation appears to be well researched.					
3. The content of the presentation is accurate and appropriate.					
4. The presentation indicates an understanding of content.					
5. The presentation indicates an ability to synthesize information.					
6. The presentation includes the required number of elements.					
7. The presentation is neatly executed and inviting.					
8. The presentation makes good technical use of the capabilities of multimedia.					
9. If a group project, each group member appears to have participated in the development of the presentation.					
10. Overall, the presentation represents the individual's or group's full potential.					
<b>Additional Comments:</b>					
<b>Total Points/Grade:</b> _____					

## Story Telling 1

CATEGORY	4	3	2	1
<b>Sequence</b>	Retells story in correct sequence leaving out no important parts of story.	Retells story in sequence with 2-3 omissions.	Retells story with several omissions, but maintains sequence of those told.	Retells story out of sequence.
<b>Knowledge</b>	Can accurately tell author, illustrator, title and favourite part of story when asked several days after the retelling.	Can accurately tell author, title and favourite part of story when asked several days after the retelling.	Can accurately tell title and favourite part of story when asked several days after the retelling.	Has trouble remembering title without prompting.
<b>Vocabulary</b>	Uses a varied vocabulary appropriate for the audience, and also successfully tries to enlarge the audience's vocabulary.	Uses a varied vocabulary that is appropriate for the audience.	Uses a varied vocabulary that is occasionally a little too simple or a little too hard for the audience.	The vocabulary was not varied OR was routinely inappropriate for the intended audience.
<b>Role Shifting</b>	Shifts roles smoothly almost all the time. It is very easy for the audience to tell which character is speaking.	Shifts roles pretty well. It is usually easy for the audience to tell which character is speaking	Tried to do role shifting, but it wasn't very successful. It often was hard for the audience to tell which character is speaking.	Did not attempt role shifting. It was very difficult for the audience to tell which character was speaking.
<b>Setting</b>	Lots of vivid, descriptive words are used to tell the audience when and where the story takes place.	Some vivid, descriptive words are used to tell the audience when and where the story takes place.	The audience can figure out when and where the story took place, but there isn't much detail (e.g., once upon a time in a land far, far away).	The audience has trouble telling when and where the story takes place.
<b>Characters</b>	The main characters are named and clearly described (through words and/or actions). The audience knows and can describe what the characters look like and how they typically behave.	The main characters are named and described (through words and/or actions). The audience has a fairly good idea of what the characters look like.	The main characters are named. The audience knows very little about the main characters.	It is hard to tell who the main characters are.

## Story Telling 2

CATEGORY	4	3	2	1
<b>Problem</b>	It is very easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and why it is a problem.	It is fairly easy for the audience to understand what problem the main character(s) face and but it is not clear why it is a problem.	It is not clear what problem the main character(s) face.
<b>Solution to Problem in Story</b>	The solution to the problem is easy-to-understand and is logical. There are no loose ends.	The solution to the problem is easy-to-understand and is somewhat logical.	The solution to the problem was a little hard to understand.	No solution was attempted or it was impossible to understand.
<b>Knows the Story</b>	The storyteller knows the story well and has obviously practiced telling the story several times. There is no need for notes and the speaker speaks with confidence.	The storyteller knows the story pretty well and has practiced telling the story once or twice. May need notes once or twice, but the speaker is relatively confident.	The storyteller knows some of the story, but did not appear to have practiced. May need notes 3-4 times, and the speaker appears ill-at-ease.	The storyteller could not tell the story without using notes.
<b>Audience Contact</b>	Storyteller looks at and tells the story to all members of the audience.	Storyteller looks at and tells the story to a few people in the audience.	Storyteller looks at and tells the story to 1-2 people in the audience.	Storyteller does not look at or try to involve the audience.
<b>Listens to Others</b>	Always listens attentively to other storytellers. Is polite and does not appear bored or make distracting gestures or sounds.	Usually listens attentively to other storytellers. Rarely appears bored and never makes distracting gestures or sounds.	Usually listens to other storytellers, but sometimes appears bored. Might once or twice accidentally make a gesture or sound that is distracting.	Does not listen attentively. Tries to distract the storytellers, makes fun of them, or does other things instead of listening.
<b>Voice</b>	Always speaks loudly, slowly and clearly. Is easily understood by all audience members all the time	Usually speaks loudly, slowly and clearly. Is easily understood by all audience members almost all the time.	Usually speaks loudly and clearly. Speaks so fast sometimes that audience has trouble understanding.	Speaks too softly or mumbles. The audience often has trouble understanding.

## Story Telling 3

CATEGORY	4	3	2	1
<b>Acting/dialogue</b>	The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood.	The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.
<b>Pacing</b>	The story is told slowly where the storyteller wants to create suspense and told quickly when there is a lot of action.	The storyteller usually paces the story well, but one or two parts seem to drag or to be rushed.	The storyteller tries to pace the story, but the story seems to drag or be rushed in several places.	The storyteller tells everything at one pace. Does not change the pace to match the story.
<b>Connections/ Transitions</b>	Connections between events, ideas, and feelings in the story are creative, clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are clearly expressed and appropriate.	Connections between events, ideas, and feelings in the story are sometimes hard to figure out. More detail or better transitions are needed.	The story seems very disconnected and it is very difficult to figure out the story.
<b>Accuracy of Retelling A Story</b>	The storyteller includes all major points and several details of the story s/he is retelling.	The storyteller includes all major points and 1-2 details of the story s/he is retelling.	The storyteller includes all major points of the story s/he is retelling.	The storyteller forgets major points of the story s/he is retelling.
<b>Duration</b>	The story-telling lasts 5-7 minutes.	The storytelling lasts 4 or 8 minutes.	The story-telling lasts 9 minutes.	The storytelling lasts less than 3 minutes or more than 9 minutes.
<b>Written Copy</b>	The student turns in an attractive and complete copy of the story in the correct format.	The student turns in a complete copy of the story in the correct format.	The student turns in a complete copy of the story, but the format was not correct.	The student turns in an incomplete copy of the story.

## Digital Story Telling 1 (A)

CATEGORY	4	3	2	1
<b>Point of View - Awareness of Audience</b>	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
<b>Dramatic Question</b>	Realization is dramatically different from expectation.	Realization differs noticeably from expectation.	Realization barely differs from the expectation.	Realization and expectation do not differ.
<b>Voice - Consistency</b>	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
<b>Voice - Conversational Style</b>	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time	Uses a conversational style most (70-84%) of the time.	Presentation style is primarily monologue.
<b>Voice - Pacing</b>	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
<b>Soundtrack - Originality</b>	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.

## Digital Story Telling 2 (A)

CATEGORY	4	3	2	1
<b>Soundtrack - Emotion</b>	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
<b>Economy</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
<b>Duration of Presentation</b>	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long OR more than 4 minutes.
<b>Grammar</b>	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.

## Digital Story Telling (B)

CATEGORY	4	3	2	1
<b>Point of View</b>	Establishes a purpose and maintains a clear focus; strong awareness of audience.	Focuses on a purpose; communicates with an audience.	Some evidence of communicating with an audience for a specific purpose; some lapse in focus.	Limited awareness of audience and/or purpose.
<b>Dramatic Question</b>	Realization is dramatically different from expectation.	Realization differs from expectation.	Realization from expectation is subtle.	Realization and expectation do not differ.
<b>Emotional Content</b>	Audience is deeply and emotionally engaged.	Audience is emotionally engaged.	Audience lapses in emotional engagement.	Audience has little to no emotional engagement.
<b>The Gift of Your Voice</b>	Consistency in presentation; speaking slowly in a conversational style.	Consistency in presentation; speaking in conversational style.	Some consistency in presentation; lapses in conversational style to monologue.	Breaking consistency; monologue style of presentation.
<b>The Power of the Soundtrack - Emotion</b>	Music stirs a rich emotional response.	Music stirs an emotional response.	Music is evident.	Inappropriate choice of music.
<b>The Power of the Soundtrack-Originality</b>	All of the music is original.	Over half of the music is original.	Some, but less than half, of the music is original.	None of the music is original.
<b>Economy</b>	Sequential composition; succinct; images create an atmosphere and/or tone, and may communicate symbolism and/or metaphors.	Sequential composition; succinct; images create an atmosphere and/or tone.	Sequential composition; succinct; images are controlled/logical	Sequential composition; images are acceptable.
<b>Pacing</b>	Engaging rhythm; use of punctuation; suggestions of emotions via sound effects; use of "white space"; enhanced vitality	Engaging rhythm; use of punctuation; some suggestions of emotions via sound effects; use of "white space"; evidence of vitality.	Some rhythm; some use of punctuation; limited suggestions of emotion via sound effects; lapses in vitality.	Mechanical rhythm; limited use of punctuation; limited vitality.

## Video – Talk Show 1

CATEGORY	4	3	2	1
<b>Knowledge</b>	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
<b>Questions &amp; Answers</b>	Excellent, in-depth questions were asked by host and excellent answers supported by facts were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct, in-depth answers were provided by all talk show members.	Questions requiring factual answers were asked by the host and correct answers were provided by several of the talk show members.	Answers were provided by only 1-2 talk show members.
<b>Costume &amp; Props</b>	All students wore costumes and the group used some props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.
<b>Videography - Clarity</b>	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout .	Problems with rocking/shaking AND focus.



## Video – Talk Show 2

CATEGORY	4	3	2	1
<b>Videography-Interest</b>	Many different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	Several (3-4) different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	One or two different "takes", camera angles, sound effects, and/or careful of use of zoom provided variety in the video.	Little attempt was made to provide variety in the video.
<b>Length of Video</b>	Video was 12-15 minutes long.	Video was 11-12 minutes long.	Video was 8-9 minutes long.	Video was less than 8 or more than 15 minutes long.
<b>Titles and Credits</b>	All titles and credits are accurate, legible and draw the viewer's attention.	Most titles and credits are accurate, legible and draw the viewer's attention.	Some titles and credits are accurate, legible and draw the viewer's attention.	Few (less than 75%) titles and credits are accurate, legible and draw the viewer's attention.
<b>Interest and Purpose</b>	Video has a clear and interesting purpose.	Video is interesting but purpose is somewhat unclear.	Video is not very interesting and purpose is somewhat unclear.	Video is not interesting and has no discernable purpose

## Discussing Books

<b>CATEGORY</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Active listening</b>	In talking, student refers to specific knowledge gained in the discussion through the comments of others.	Student refers to the comments of others, but not in a specific or related way.	Student's comments are in no way related to knowledge gained from others in the conversation.
<b>Active responding</b>	Student can restate own ideas with greater clarity when a listener indicates non-comprehension.	Student restates own ideas without providing any more clarification.	Student does not respond to listeners non-comprehension.
<b>Questioning</b>	Student asks others questions that require them to support their claims or arguments.	Student asks questions that are not directly relevant to others' comments.	Student does not engage in asking questions of others during the discussion.
<b>Evidence</b>	Speaker cites important and relevant details from the text to support ideas.	Details from the text are cited, but they are not directly related to speaker's thinking or ideas.	No information from the text is offered by the speaker.

## Oral Book Report

CATEGORY	4	3	2	1
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Content</b>	Shows a full understanding of the book.	Shows a good understanding of the book.	Shows a good understanding of parts of the book.	Does not seem to understand the book very well.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces some words.	Often mumbles or can not be understood OR mispronounces many words.
<b>Props</b>	Student uses 4-6 objects that show considerable creativity and which make the presentation better.	Student uses 3 objects that show considerable creativity and which make the presentation better.	Student uses 2 objects which makes the presentation better.	The student uses 1 object OR the objects chosen detract from the presentation

Speech evaluation and progress	
Parameters	Comments / point to consider
<b>FLUENCY</b>	
<b>INTONATION</b> (rise and fall) <b>STRESS</b>	
<b>PRONUNCIATION</b>  ----- <b>Wrong vowels/</b> <b>diphthongs</b>  <u>ou</u> t <u>kn</u> ow <u>pl</u> ay <u>ca</u> r  <u>th</u> at / <u>th</u> en ----- <b>Voiced final</b> <b>consonants</b> <u>ba</u> d / <u>eye</u> s ----- <u>sa</u> w / <u>kn</u> ow ----- <b>Weak forms</b> <u>o</u> f / he <u>w</u> as ----- <b>Use of</b> <b>Contracted forms</b> ' ll / ' s / ' d / ' ve shan' t / won' t wouldn' t / can' t wasn' t / weren' t	
<b>VOCABULARY</b> <b>RANGE</b> <b>&amp; SYNTAX</b>	

<b>GRAMMAR</b>	<b>Commentary / Points to consider</b>
<p><b>Use of TO DO</b></p> <hr/> <p>3rd pers. sing. Simple Present + s</p> <p>-----</p> <p><b>IRREGULAR VERBS</b></p> <p>-----</p> <p>correct <b>TENSES</b></p> <ul style="list-style-type: none"> <li>- present simple or continuous</li> <li>- past simple or present perfect</li> <li>- past continuous</li> <li>- present perfect simple or continuous</li> <li>- past perfect</li> </ul> <p>-----</p> <p><b>AUX. + INFINITIVE</b></p> <p>-----</p> <p><b>To HAVE + Past Participle</b></p> <p>-----</p> <p><b>To BE + GERUND</b></p> <p>-----</p> <p>Some / any Much / many Little / few</p> <p>-----</p> <p><b>Prepositions</b></p> <p>-----</p> <p>Infinitive or gerund?</p> <p>-----</p> <p>Conditional 1 , 2 or 3</p> <p>-----</p> <p>Adjective or adverb</p> <p>-----</p> <p>Comparative / Superlative</p> <p>-----</p> <p>Word Order Manner-Place-Time or Place-Manner-Time</p> <p>-----</p> <p>to have something done</p> <p>-----</p> <p>Indirect Speech</p> <p>-----</p> <p>Passives</p>	
<p>→ <b>COMPREHENSION</b></p> <p>→ <b>CONTENT</b></p> <p>→ <b>COHERENCE</b></p> <p>→ <b>INTERACTION</b></p>	

## Speaking : starting off – my speaking level

This task helps you to think about your speaking skills. Use this checklist to determine what your speaking skills are like in English. Tick the box in the checklist that applies to you.

Can I...	++	+	+/-	-
1. participate in a conversation about school and studying?				
2. participate in a conversation about my own life?				
3. hold a presentation or give a speech about school and study?				
4. hold a presentation or give a speech about my own life?				
5. give short answers to questions?				
6. give long answers to questions?				
7. ask about and give complex opinions?				
8. argue a point clearly?				
9. start a conversation?				
10. finish a conversation?				
11. ask for clarification?				
12. ask someone to repeat what I didn't quite understand?				
13. get attention in a conversation and interrupt?				
14. give and ask for information?				
15. give instructions to someone?				
16. apologise in different (formal and informal) situations?				
17. thank or congratulate in different situations?				
18. invite someone to do something?				
19. describe people?				
20. describe places?				
21. describe objects?				
22. complain?				
23. negotiate?				

### Conclusion:

Look at the columns +/- and - and choose items you want to work on this year. Write their numbers in the first column and write how you're going to do it in the second column.

N°	How?
17	"I'm going to do a presentation about my house."

## Speaking Skills : Self – Evaluation Sheet (OP)

Task:

→ After each set of speaking tasks, circle in column two the number that corresponds to your own evaluation of how you spoke during your task:

1 totally agree – 2 partly agree – 3 irrelevant for this task – 4 partly disagree – 5 totally disagree

→ Look at your scores and read the 'comment and advice column'

→ What seem to be your speaking problems? Write them down.

→ Write down some practical things you can do to improve your speaking skills.

Speaking Strategy Table						
Speaking strategy	Score					Comments and advice on speaking strategies
1. I was easy to follow.	1	2	3	4	5	If you weren't easy to follow, here are some hints: - ask someone to help you with your pronunciation. - Record yourself and try to spot your mistakes.
2. I felt that I was speaking fluently.	1	2	3	4	5	It's not a problem if you slow down or are a bit confused; native speakers can be confused as well. If you feel you are really slow or not very confident or aren't contributing enough, work in a pair with someone who asks you lots of questions. You can also practise speaking to yourself in English. Try to keep talking without worrying about mistakes: eventually they will disappear!
3. I felt confident about my English.	1	2	3	4	5	
4. I kept contributing despite making mistakes.	1	2	3	4	5	
5. I could keep on talking and I didn't get 'stuck' (tongue-tied).	1	2	3	4	5	
6. I wanted to speak faster.	1	2	3	4	5	
7. I didn't participate fully in the conversation.	1	2	3	4	5	
8. My grammar mistakes don't stop me from communicating.	1	2	3	4	5	
9. I could communicate the main ideas of what I wanted to say, without too many misunderstandings.	1	2	3	4	5	If you can't communicate the main idea of a topic, listen to a documentary programme and note down the main ideas. Tell someone else about it.
10. I could communicate specific details to the people I was talking to.	1	2	3	4	5	If specific ideas are a problem, tell someone a detailed story or describe something in detail, preparing in advance what you are going to say.
11. My accent was reasonably good.	1	2	3	4	5	If pronunciation is a problem, copy English speakers on cassettes or TV.
12. I could find the words I needed to keep the conversation going.	1	2	3	4	5	If finding words is a problem, you need to read more in English and listen to a lot of English to improve your vocabulary.
13. If I couldn't find the exact words, I could correct myself or find another way of saying something.	1	2	3	4	5	Read or listen to anything and your vocabulary will increase!

## Self-evaluation and co-evaluation grid

CRITERIA	Points	Me	Teacher
<b>1. Communication ( 2 pts. )</b>			
I speak <b>loud</b> enough for everyone to hear and I <b>listen to</b> what <b>others</b> have to say.	2		
I speak too quietly for students in the back of class to hear	1		
I often say "I don't know" / I have to repeat / I speak French	0		
<b>2. Participation in class ( 4 pts. )</b>			
I participate: often and <b>my contributions are to the point</b>	4		
... sometimes	2		
... rarely	1		
... never or in Dutch	0		



CRITERIA	Points	Me	Teacher
<b>3. Contents ( 3 pts. )</b>			
I have many ideas / good <b>knowledge</b>	3		
I try to participate but I haven't many ideas / much knowledge	2		
I have ideas to contribute but I prefer to wait for the teacher to ask me questions	1		
I don't know what to say / I speak French	0		
<b>4. Quality of expression ( 4 pts. )</b>			
I use new/appropriate words and produce long, complex sentences with <b>link-words</b> <sup>1</sup> .	4		
I use <b>new/appropriate</b> vocabulary and make short correct sentences.	2		
I use only basic words to express my ideas / Grammar is often inaccurate.	1		
I use limited & inadequate vocabulary / Dutch words / Grammar is inaccurate	0		

CRITERIA	Points	Me	Teacher
----------	--------	----	---------

<sup>1</sup> And not only "and", "but," "because," & "so"

**5. Pronunciation, rhythm, intonation ( 4 pts. )**

I use <b>correct</b> , precise pronunciation; sentence rhythm & <b>intonation</b> are rather good.	4		
I often make mistakes but I express myself rather easily and others understand me.	2		
My pronunciation is incorrect / I speak too slowly, often hesitate & search for words.	1		
My pronunciation is frequently unintelligible / I mumble.	0		

**6. Correcting mistakes ( 3 pts. )**

I correct my mistakes and those of my classmates, and I <b>rephrase</b>	3		
I correct my mistakes and those of my classmates	2		
I correct my own mistakes	1		
I rarely correct my own mistakes	0		
	<b>Total / 20 grade</b>		