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| **NTN Oral Communication, High School**  The ability to communicate knowledge and thinking through effective oral presentations. | | | | | | | |  |
|  | **EMERGING** | | **E/D** | **DEVELOPING** | **D/P** | **PROFICIENT**  **College Ready** | **P/A** | **ADVANCED**  **College Level** |
| **clarity**  *What is the evidence that the student can present a clear perspective and line of reasoning?* | | * Presents an unclear perspective * Line of reasoning is absent, unclear, or difficult to follow |  | * Presents a general perspective * Line of reasoning can be followed |  | * Presents a clear perspective * Line of reasoning is clear and easy to follow * Addresses alternative or opposing perspectives when appropriate |  | * Presents a clear and original perspective * Line of reasoning is clear and convincing * Addresses alternative or opposing perspectives in a way that sharpens one's own perspective |
| **Evidence**  *What is the evidence that the student can present a perspective with supportive evidence?* | | * Draws on facts, experience, or research in a minimal way * Demonstrates limited understanding of the topic |  | * Draws on facts, experience, and/or research inconsistently * Demonstrates an incomplete or uneven understanding of the topic |  | * Draws on facts, experiences and research to support a perspective * Demonstrates an understanding of the topic |  | * Facts, experience and research are synthesized to support a perspective * Demonstrate an in-depth understanding of the topic |
| **organization**  *What is the evidence that the student can organize a presentation in a way that supports audience understanding?* | | * A lack of organization makes it difficult to follow the presenter’s ideas and line of reasoning |  | * Inconsistencies in organization and limited use of transitions detract from audience understanding of line of reasoning |  | * Organization is appropriate to the purpose, audience, and task and reveals the line of reasoning * Transitions guide audience understanding |  | * Organization is appropriate to the purpose and audience and supports the line of reasoning * Effectively hooks and sustains audience engagement, while providing a convincing conclusion. |
| **Language Use**  *What is the evidence that the student can use language appropriately and fluidly to support audience understanding?* | | * Uses language and style that is unsuited to the purpose, audience, and task * Stumbles over words, interfering with audience understanding |  | * Uses language and style that is at times unsuited to the purpose, audience, and task * Speaking is fluid with minor lapses of awkward or incorrect language use that detracts from audience understanding |  | * Uses appropriate language and style that is suited to the purpose, audience, and task * Speaking is fluid and easy to follow |  | * Uses sophisticated and 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**  *What is the evidence that the student can use digital media/visual displays to engage and support audience understanding?* | | * Digital media or visual displays are confusing, extraneous, or distracting |  | * Digital media or visual displays are informative and relevant |  | * Digital media or visual displays are appealing, informative, and support audience engagement and understanding |  | * Digital media or visual displays are polished, informative, and support audience engagement and 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 and affect are unsuitable for the audience and purpose of the presentation |  | * Demonstrates a command of some aspects of presentation skills, including control of body posture and gestures, language fluency, eye contact, clear and audible voice, and appropriate pacing * Presenter's energy, and/or affect are usually 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 |  | * Demonstrates consistent command of presentation skills, including control of body posture and gestures, eye contact, clear and audible voice, and appropriate pacing in a way that keeps the audience engaged * Presenter maintains a presence and a captivating energy that is appropriate to the audience and purpose of the presentation |
| **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 adequate command of the facts and understanding of the topic |  | * Provides a precise and persuasive response to questions; demonstrates an in-depth understanding of the facts and topic |