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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
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| **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
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| **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.
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| **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
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| **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
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| **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
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| **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
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