

1. Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_

Using the first rubric, evaluate presenter 1.

Provide an explanation for the score you gave him or her.

P- \_\_\_\_\_ E- \_\_\_\_\_

V- \_\_\_\_\_ G- \_\_\_\_\_

L- \_\_\_\_\_ S- \_\_\_\_\_

2. Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_

Using the second rubric, evaluate presenter 2.

Provide an explanation for the score you gave him or her.

P- \_\_\_\_\_ E- \_\_\_\_\_

V- \_\_\_\_\_ G- \_\_\_\_\_

L- \_\_\_\_\_ S- \_\_\_\_\_

3. Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_

Using the third rubric, evaluate presenter 3.

Provide an explanation for the score you gave him or her.

P- \_\_\_\_\_ E- \_\_\_\_\_

V- \_\_\_\_\_ G- \_\_\_\_\_

L- \_\_\_\_\_ S- \_\_\_\_\_

Self Evaluation

Using the fourth rubric, evaluate yourself.

Provide an explanation for the score you gave him or her.

P- \_\_\_\_\_ E- \_\_\_\_\_

V- \_\_\_\_\_ G- \_\_\_\_\_

L- \_\_\_\_\_ S- \_\_\_\_\_

	4	3	2	1	
P E R F O R M A N C E	<b>Poise</b> • SL.4	<ul style="list-style-type: none"> <li>• Calm and confident.</li> <li>• No distracting behaviors (no shuffling, fidgeting, wiggling).</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly calm and confident.</li> <li>• 1-2 distracting behaviors do not diminish overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is somewhat nervous / uncomfortable.</li> <li>• Some distracting behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is nervous/uncomfortable.</li> <li>• Many repeated, distracting behaviors greatly detract.</li> </ul>
	<b>Voice</b> • SL.4 • W.1d	<ul style="list-style-type: none"> <li>• Voice is perfect for the room.</li> <li>• Every word clear, distinct, and appropriate for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is adequate for the room.</li> <li>• A few words blurred/indistinct; mostly appropriate language.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is a bit too soft/too loud.</li> <li>• Several words/phrases indistinct; fillers &amp; informal words present.</li> </ul>	<ul style="list-style-type: none"> <li>• Audience has a hard time hearing.</li> <li>• Many words are unclear; fillers &amp; informality detract from speech.</li> </ul>
	<b>Life</b> • SL.4	<ul style="list-style-type: none"> <li>• Great expression</li> <li>• Many emotions expressed</li> </ul>	<ul style="list-style-type: none"> <li>• Good expression</li> <li>• Some emotions evident in parts</li> </ul>	<ul style="list-style-type: none"> <li>• Some attempt at expression</li> <li>• Some attempt at adding emotion</li> </ul>	<ul style="list-style-type: none"> <li>• No expression</li> <li>• No attempt to add feeling to voice</li> </ul>
	<b>Eye Contact</b> • SL.4	<ul style="list-style-type: none"> <li>• Looks at each audience member</li> <li>• Eye contact continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Looked at most of audience</li> <li>• Eye contact for most of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Looked at some of audience</li> <li>• Looked at notes too much</li> </ul>	<ul style="list-style-type: none"> <li>• Script-bound</li> <li>• Rarely looked at the audience</li> </ul>

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