



## Language Arts: Speaker’s Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Kindergarten

Speakers will be able to share opinions and present facts about a topic learned or researched using intentional organization and academic/content vocabulary.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can clearly express my own ideas and stay on topic.  I can use descriptions, facts, or details, with examples to support.	I can share facts and details that are connected to the topic.  I can use sentence starters to express my ideas.	I can tell other people facts or details that may or may not be connected to the topic.
<b>Structure</b>		I can share information with an audience with a focus and identifiable sequence.	I can share ideas and facts with an audience that makes sense some of the time.	I can share some ideas and facts with an audience.
<b>Language Use</b>		I can use a variety of words to make meaning in my speaking.	I can use basic words to make meaning in my speaking.	I can use words to speak.
<b>Verbals and Nonverbals</b>		I can speak with a volume that is appropriate.  I can read cues from diverse audiences to adjust my method of communication.	I can speak with a volume that is appropriate some of the time.  I can read cues from diverse audiences to adjust my method of communication some of the time.	I can speak with a volume that is understandable some of the time.  I attempt to read cues from diverse audiences to adjust my method of communication.

### MDE grade level benchmarks embedded explicitly in the rubric

#### Kindergarten

0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



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Grade Level Competency: Grades 1-2				
Speakers will be able to share opinions and present facts about a topic learned or researched using intentional organization and academic/content vocabulary.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can clearly express my own ideas and stay on topic.  I can use descriptions, facts, or details, with examples to support.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can share facts and details that are connected to the topic.  I can use sentence starters to express my ideas.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can tell other people facts or details that may or may not be connected to the topic.    <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Structure</b>		I can share information with an audience with a focus and identifiable sequence.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can share ideas and facts with an audience that makes sense some of the time.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can share some ideas and facts with an audience.    <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Language Use</b>		I can use a variety of words to make meaning in my speaking.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use basic words to make meaning in my speaking.  <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can use words to speak.    <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2

<b>Verbals and Nonverbals</b>		<p>I can speak with a volume that is appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>	<p>I can speak with a volume that is appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication some of the time.</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>	<p>I can speak with a volume that is understandable some of the time.</p> <p>I attempt to read cues from diverse audiences to adjust my method of communication.</p> <p><input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2</p>
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## Language Arts: Speaker's Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 3-4

Speakers will be able to share opinions and present facts about a topic learned or researched using intentional organization and academic/content vocabulary.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can speak to the audience with a purpose.  I can use descriptions, facts and details. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can speak to an audience about a topic, using some facts and details.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can tell other people facts and details on a topic.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Structure</b>		I can share information with an audience with a clear focus, purpose and logical sequence. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can share information with an audience with a focus and a purpose and an identifiable sequence. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can share information with an audience with a focus and some identifiable organization. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Language Use</b>		I can craft spoken language through precise word choice.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can craft spoken language through a variety of word choices. <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can use basic word choices in my speaking.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4

<b>Verbals and Nonverbals</b>		<p>I can speak with a volume that is appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can speak with a volume that is appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can speak with a volume that is understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>
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## Language Arts: Speaker’s Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 5-6:

Speakers will be able to select, develop, and organize content with a conscious crafting of language in the following areas:

- Inform/explain
- Persuade/argue

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can speak with general purpose, which is clear to the audience.</p> <p>I can use descriptions, facts, and details, with examples to help the audience understand my point.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can speak to the audience but the specific purpose may not be clear to the audience.</p> <p>I can use some descriptions, facts or details.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can speak to an audience about a topic, using some facts and details.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Structure</b>		<p>I can share a presentation with the audience that has a clear introduction, development, and a conclusion.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can share a presentation with the audience that has an identifiable introduction, an emerging development, and conclusion.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can share a presentation with the audience that has an identifiable introduction, some details, and conclusion.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Language Use</b>		<p>I can craft spoken language through precise word choice and phrasing.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can craft spoken language using basic word choices and simple phrasing.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	<p>I can use basic word choices or phrases in my speaking.</p> <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6

<b>Verbals and Nonverbals</b>		<p>I can speak with a volume and rate that is appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can speak with a volume and rate that is appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>	<p>I can speak with a volume that is understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture is appropriate some of the time.</p> <p><input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6</p>
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## Language Arts: Speaker’s Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 7-8

Speakers will be able to select, develop, and organize content with a conscious crafting of language in the following areas:

- Inform/explain
- Persuade/argue

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can speak with a clear and specific purpose (informative or persuasive) that is maintained throughout.</p> <p>I can use descriptions, facts, details, and examples so that the audience understands my point.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak with general purpose, which is clear to the audience.</p> <p>I can use descriptions, facts, or details, with examples to help the audience understand my point.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak to the audience but the specific purpose may not be clear to the audience.</p> <p>I can use some descriptions, facts or details.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
<b>Structure</b>		<p>I can share a presentation with an audience that has a clear introduction, a smooth development, and a conclusion, so that the audience can easily make sense of the work.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can share a presentation with the audience that has an introduction, an emerging development, and conclusion.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can share a presentation with the audience that has an identifiable introduction, development, and conclusion.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>



<p><b>Language Use</b></p>		<p>I can craft spoken language through precise word choice, phrasing, and sentence structure.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can craft spoken language through word choice, phrasing, or sentence structure.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can use basic word choices and sentence structures.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>
<p><b>Verbals and Nonverbals</b></p>		<p>I can speak with a volume and rate that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>I maintain appropriate posture, movements and facial expressions.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak with a volume and rate that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are appropriate some of the time.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>	<p>I can speak with a volume and rate that are understandable some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are not distracting to others.</p> <p><input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8</p>



## Language Arts: Speaker’s Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 9-10

Speakers will be able to effectively select, develop, and organize content with a consistent, conscious crafting of language in the following areas:

- Inform/explain
- Persuade/argue
- Entertain

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can speak in such a way that my distinct perspective or message is apparent to the audience and consistently maintained.  I can consistently and effectively use a range of features of the form. I can include sufficient details to create a feeling of completion in the audience.	I can speak in such a way that is original and appropriate for the task. I can explain my perspective or message.  I can use some effective features of the form. Sometimes I can include sufficient details, and other times I can include limited details, which results in the audience having some questions.	I can speak in such a way that is somewhat original and at least partially appropriate to the task.  I can attempt to use some basic features of the form. I can attempt to include details.
<b>Structure</b>		I can use effective structural features.	I can use some structural features.	I can attempt to use structural features.
<b>Language Use</b>		I can craft spoken language by using effective word choices, sentence structures, and devices.	I can craft spoken language through word choice, phrasing, and sentence structure.	I can craft spoken language through word choice, phrasing, or sentence structure.

<p><b>Verbals and Nonverbals</b></p>		<p>I can speak with a volume, rate, and vocal variety that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>I maintain appropriate posture, movements and facial expressions.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture, movements and facial expressions appropriate some of the time.</p>	<p>I can speak with a volume and rate that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My posture and movements are appropriate some of the time.</p>
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## Language Arts: Speaker’s Craft: Public Speaking

**Competency:** Students will speak to communicate their own ideas for a variety of authentic (real-world) tasks, purposes, and audiences.

### Grade Level Competency: Grades 11-12

Speakers will be able to effectively select, develop, and organize content with a consistent, conscious crafting of language in the following areas:

- Inform/explain
- Persuade/argue
- Entertain

Criteria	Extending	Proficient	In Progress	Beginning
<b>Content</b>	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	<p>I can identify my audience’s expectations and communication needs and also take into consideration motivations, emotions, or concerns.</p> <p>I can speak in such a way that my distinct perspective or message is apparent to the audience and consistently maintained.</p> <p>I can include sufficient details to create a feeling of completion in the audience.</p>	<p>I can identify my audience’s expectations and communication needs.</p> <p>I can speak in such a way that my perspective or message is apparent to the audience and is intermittently maintained.</p> <p>Sometimes I can include sufficient details, and other times I can include limited details, which results in the audience having some questions.</p>	<p>I can identify my audience’s communication needs.</p> <p>I can speak in such a way that is original and appropriate for the task. I can explain my perspective or message.</p> <p>I can include limited details, which results in the audience having many questions.</p>
<b>Structure</b>		I can consistently and effectively use a range of features of the oral domain.	I can use some effective features of the oral domain.	I can use some basic features of the oral domain.

		<p>I can effectively use transitional strategies (vocal, verbal, or physical) to guide the audience through my piece.</p> <p>I can effectively craft the overall structure of the piece and the logical progression of the content within it.</p>	<p>I can use transitional strategies (vocal, verbal, or physical) between major segments of my piece.</p> <p>I can craft the overall structure of the piece and the content within it.</p>	<p>I can use transitional strategies (vocal, verbal, or physical) to help my audience perceive my message.</p> <p>I can craft an evident overall structure of the piece.</p>
<b>Language Use</b>		<p>I can craft spoken language by using a range of effective and varied word choices and devices.</p>	<p>I can craft spoken language by using effective word choices and devices.</p>	<p>I can use fitting language while speaking.</p>
<b>Verbals and Nonverbals</b>		<p>I can speak with a volume, rate, and vocal variety that are appropriate and are used to engage the audience.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>I can use appropriate posture, movements, and facial expressions to engage the audience.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My movements and facial expressions are mostly appropriate.</p>	<p>I can speak with a volume, rate, and vocal variety that are appropriate some of the time.</p> <p>I can read cues from diverse audiences to adjust my method of communication.</p> <p>My movements and facial expressions are appropriate some of the time.</p>