

# SPEAKING SCORING GUIDE: Fifth Grade Student Version

## Ideas and Content Explaining my topic or message

<p><b>6</b> <b>The speaker's message is very clear, focused and interesting. The speaker</b></p> <ul style="list-style-type: none"><li>• has very clear, focused main ideas and purpose.</li><li>• has important details that are carefully selected and catch the audience's attention.</li><li>• makes connections or conclusions which show understanding and may take several different viewpoints into consideration.</li><li>• uses a variety of carefully chosen resources, when appropriate, to provide strong and accurate support.</li><li>• is creative and highly successful in fitting ideas and details to the audience and purpose.</li></ul>	<p><b>5</b> <b>The speaker's message is clear, focused and interesting. The speaker</b></p> <ul style="list-style-type: none"><li>• has clear, focused main ideas and purpose.</li><li>• has strong details that help the audience understand the message.</li><li>• makes connections or conclusions which show understanding but may consider only one viewpoint.</li><li>• uses resources, when appropriate, to provide strong and accurate support.</li><li>• is highly successful in fitting ideas and details to the audience and purpose.</li></ul>	<p><b>4</b> <b>The speaker's message is clear and sticks to the topic. The speaker</b></p> <ul style="list-style-type: none"><li>• has clear main ideas and purpose.</li><li>• has details that go with the topic, but they may not be consistent or strong.</li><li>• makes adequate connections or conclusions but may consider only one viewpoint.</li><li>• uses resources, when appropriate, to provide accurate support.</li><li>• is successful in fitting ideas and details to the audience and purpose.</li></ul>
<p><b>3</b> <b>The speaker's message is understandable but may be too general or stray off the topic. The speaker</b></p> <ul style="list-style-type: none"><li>• has main ideas and purpose that can be identified, but may not be clear.</li><li>• has details that are often limited and are slightly off-topic.</li><li>• makes connections or conclusions which add no new information.</li><li>• uses resources, but they do not provide consistently strong or accurate support.</li><li>• attempts to fit ideas and details to the audience and purpose, but may not be successful.</li></ul>	<p><b>2</b> <b>The speaker tries to present a message, but it is hard to understand. The speaker</b></p> <ul style="list-style-type: none"><li>• has main ideas and purpose that are not clear.</li><li>• has details that are limited; off-topic, inaccurate or repeated.</li><li>• makes connections or conclusions that are not consistent.</li><li>• uses questionable resources.</li><li>• makes only a few attempts or is unsuccessful in fitting ideas and details to the audience and purpose.</li></ul>	<p><b>1</b> <b>The speaker's purpose and/or ideas are not clear. The speaker</b></p> <ul style="list-style-type: none"><li>• has no obvious purpose or main ideas.</li><li>• has details that are confusing, or they are missing; the speech may be too short to develop an idea.</li><li>• shows a lack of knowledge and/or understanding of the topic.</li><li>• uses no resources other than own experience or does not use resources correctly.</li><li>• shows no attempt to consider audience or purpose.</li></ul>

## Organization

### Planning and using clear connections from beginning to end

<p><b>6</b>  <b>The speaker organizes the message in an effective and unusual way. The speaker</b></p> <ul style="list-style-type: none"> <li>• has a strong, creative introduction that leads to the main ideas and creates a desire to hear more.</li> <li>• carefully places ideas and details to increase understanding and make the most impact on the audience.</li> <li>• has smooth well-planned transitions that tie the presentation together.</li> <li>• has a creatively designed conclusion that matches the message.</li> </ul>	<p><b>5</b>  <b>The speaker organizes the message in an effective way. The speaker</b></p> <ul style="list-style-type: none"> <li>• has a highly effective introduction that leads to the main ideas.</li> <li>• carefully places ideas and details to increase understanding and make an impact on the audience.</li> <li>• has smooth transitions.</li> <li>• has a strong, well-planned conclusion that matches the message.</li> </ul>	<p><b>4</b>  <b>The speaker organizes the message in a clear but obvious or ordinary way. The speaker</b></p> <ul style="list-style-type: none"> <li>• has an effective introduction that leads to the main ideas.</li> <li>• places ideas and details to make the message easy to follow.</li> <li>• has transitions that work but may be ordinary.</li> <li>• has a planned conclusion that may be ordinary but still matches the message.</li> </ul>
<p><b>3</b>  <b>The speaker’s message can be followed for the most part. The speaker</b></p> <ul style="list-style-type: none"> <li>• has an introduction that is either not thought out or is awkward.</li> <li>• places ideas and details in a way that is occasionally unclear or confusing.</li> <li>• has transitions that usually work, but they may be unclear or overused.</li> <li>• has a conclusion that is too short, too obvious, or does not match the message.</li> </ul>	<p><b>2</b>  <b>The speaker’s message is often difficult to follow. The speaker</b></p> <ul style="list-style-type: none"> <li>• has an introduction that is too short to present the main ideas, or it is missing.</li> <li>• makes little effort to place ideas and details so that they make sense.</li> <li>• has transitions that do not work, are unclear, overused or missing.</li> <li>• has a conclusion that is too short, or it is missing.</li> </ul>	<p><b>1</b>  <b>The speaker’s message is difficult to follow. The speaker</b></p> <ul style="list-style-type: none"> <li>• has an introduction that is either off-topic or is missing.</li> <li>• makes no effort to place ideas and details so that they make sense; the message is muddled.</li> <li>• does not use transitions.</li> <li>• has a conclusion off-topic or is missing.</li> </ul>

## Language

### Choosing words carefully to create a picture in the audience’s mind

<p><b>6</b>  <b>The speaker thoughtfully uses language that makes the message very clear and interesting. The speaker</b></p> <ul style="list-style-type: none"> <li>carefully selects original, expressive, strong words that paint a clear picture in the audience’s mind.</li> <li>skillfully uses slang, when appropriate, and technical words to increase the audience’s understanding of the message.</li> <li>uses words and grammar correctly.</li> </ul>	<p><b>5</b>  <b>The speaker uses language that makes the message clear and colorful. The speaker</b></p> <ul style="list-style-type: none"> <li>uses a variety of interesting words that paint a picture in the audience’s mind.</li> <li>uses slang, when appropriate, and technical words to increase the audience’s understanding of the message.</li> <li>almost always uses words and grammar correctly.</li> </ul>	<p><b>4</b>  <b>The speaker uses language that helps make the message clear. The speaker</b></p> <ul style="list-style-type: none"> <li>uses words that communicate the speaker’s message but may not paint a picture in the listener’s mind.</li> <li>uses slang, when appropriate, and technical words in a way that does not take away from the message.</li> <li>makes a few mistakes in the use of words and grammar which are not distracting.</li> </ul>
<p><b>3</b>  <b>The speaker uses ordinary language. The speaker</b></p> <ul style="list-style-type: none"> <li>uses words that are not interesting.</li> <li>tries to use slang, when appropriate, and technical words appropriately and correctly, but does not always succeed.</li> <li>makes mistakes in the use of words and grammar that are distracting.</li> </ul>	<p><b>2</b>  <b>The speaker sometimes has a difficult time finding the right words. The speaker</b></p> <ul style="list-style-type: none"> <li>uses words that are dull or too general.</li> <li>uses slang inappropriately or incorrectly; makes little effort to use technical words correctly.</li> <li>makes many mistakes in the use of words and grammar that damage the meaning of the message.</li> </ul>	<p><b>1</b>  <b>The speaker’s use of language is limited. The speaker</b></p> <ul style="list-style-type: none"> <li>uses words that are dull, too general, and/or wrong.</li> <li>uses slang inappropriately or incorrectly; does not show ability to use technical words.</li> <li>makes many mistakes in the use of words and grammar that seriously damage the meaning of the message.</li> </ul>

## Delivery\*

### Choosing verbal and nonverbal techniques that enhance the message

<p><b>6</b>  <b>The speaker shows outstanding skill in speaking to an audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes meaningful eye contact that draws the audience’s attention.</li> <li>• speaks very clearly with no mistakes in pronunciation of words.</li> <li>• uses creative changes in rate, volume and tone that match the message and make the speech interesting and easy to understand.</li> <li>• has a delivery that is always smooth.</li> <li>• shows outstanding use of gestures and facial expressions that make the message clear and interesting.</li> </ul>	<p><b>5</b>  <b>The speaker shows very effective skill in speaking to an audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes frequent eye contact that involves the audience.</li> <li>• speaks clearly and correctly.</li> <li>• uses meaningful changes in rate, volume and tone to make the speech interesting and easy to understand.</li> <li>• has a delivery that is almost always smooth; very few pauses.</li> <li>• uses gestures and facial expressions properly to make the message clear and interesting.</li> </ul>	<p><b>4</b>  <b>The speaker shows satisfactory skill in speaking to an audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes eye contact with most of the audience.</li> <li>• speaks clearly and correctly; some mistakes are made.</li> <li>• uses a rate, volume and tone that are appropriate to the audience and message.</li> <li>• has a delivery that is usually smooth; some breaks or pauses, but not enough to hurt the message.</li> <li>• uses gestures and facial expressions to help explain the message.</li> </ul>
<p><b>3</b>  <b>The speaker shows some skill in speaking to an audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes some eye contact with the audience; sometimes reads notes.</li> <li>• usually speaks clearly and correctly; some mistakes may be made.</li> <li>• has rate, volume and tone that may sometimes be too fast or slow, too soft, or have too few changes.</li> <li>• has a delivery that is sometimes smooth; too many pauses and space fillers such as “um,” “whatever”.</li> <li>• uses some gestures and facial expressions.</li> </ul>	<p><b>2</b>  <b>The speaker shows limited skill in speaking to the audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes little or no eye contact; reads notes.</li> <li>• is often hard to understand, or some words are said incorrectly.</li> <li>• frequently speaks too fast or slow, too soft, or in the same tone.</li> <li>• has a delivery that is rarely smooth; many pauses and space fillers such as “um,” “whatever,” detract from the message.</li> <li>• uses few, if any, gestures or facial expressions.</li> </ul>	<p><b>1</b>  <b>The speaker does not seem to know how to speak to the audience. The speaker</b></p> <ul style="list-style-type: none"> <li>• makes no eye contact; reads notes.</li> <li>• is hard to understand, or many words are said incorrectly.</li> <li>• speaks too fast or slow, too soft, or in the same tone.</li> <li>• has a delivery that is not smooth and seriously detracts from the message.</li> <li>• uses few, if any, gestures or facial expressions; those used are distracting.</li> </ul>

\* Students should work to balance school delivery expectations while maintaining appropriate delivery standards within their home cultures (e.g., direct contact, use of gestures, and varied inflection are delivery elements that may have different standards from culture to culture).