

Speaking to the Occasion – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student's Self-Assessment	Instructor's Score
Intellectual Curiosity (engages in scholarly inquiry and dialogue)		
Academic Behaviors (strives for accuracy and precision; perseveres to complete and master tasks)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the intended purpose and audience of the text)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
Research Across the Curriculum (synthesizes and organizes information effectively; designs and presents an effective product)		
Technology (uses technology to gather information)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
Writing (develops effective rhetorical techniques; generates ideas and gathers information relevant to the topic and purpose; evaluates relevance, quality, sufficiency, and depth of sources; formulates a thesis; composes drafts to refine key ideas, organize them more logically, fluidly; uses language precisely and effectively)		
Reading (identifies and analyzes the message of an informational or persuasive text; identifies and analyzes how an author's use of language appeals to the senses, creates imagery, and suggests mood; identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme)		
Speaking (adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes; participates actively and effectively in group discussions)		
Listening (analyzes and evaluates the effectiveness of a public presentation)		

See reverse for
comments.

Score	College Readiness Level
35-40	Exceeding College Ready
30-34	College Ready
15-29	Approaching College Ready
0-14	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade
conversion chart.

Speaking to the Occasion – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student works with peers to investigate the effective qualities of commencement speeches.

Evidence for Scoring: Student takes an active role in finding, reading, and evaluating multiple speeches and engages with others to determine the strengths and weaknesses of each.

D. Academic Behaviors

3. Strive for accuracy and precision.

College Ready Description: Student draws on the qualities of effective commencement speeches to accurately construct one that successfully employs rhetorical devices.

Evidence for Scoring: Student's final speech reflects incorporation of student and instructor feedback as well as lessons learned from examining other speeches.

4. Persevere to complete and master tasks.

College Ready Description: Student maps out a speech, taking care to include both rhetorical structures that support a larger theme or message and an appropriate tone so that listeners can relate to the speaker.

Evidence for Scoring: Student perseveres to find speeches he or she genuinely finds engaging, rather than settling for those found quickly. Student writes a complete and engaging speech that mirrors the effective qualities of speeches studied earlier in the lesson.

FOUNDATIONAL SKILLS

A. Reading Across the Curriculum

3. Identify the intended purpose and audience of the text.

College Ready Description: Student examines multiple speeches constructed for different purposes and draws conclusions about their strengths and weaknesses to improve his or her own writing.

Evidence for Scoring: Student's notes and *Speech Evaluation Form* handout evidence student's ability to identify the purpose and audience of speeches.

B. Writing Across the Curriculum

1. Write clearly and coherently using standard writing conventions.

College Ready Description: Student effectively produces a speech that is free of errors and adequately addresses the assignment. Student crafts a speech with a clear and organized message.

Evidence for Scoring: Student corrects errors and revises confusing or incomplete passages to produce a speech that is both grammatically correct and thoughtfully constructed.

3. Compose and revise drafts.

College Ready Description: Student engages in the writing process to enhance his or her speech and incorporates others' critiques into the final product. Student fully edits text for correct spelling, capitalization, punctuation, word use, and appropriate tense and voice.

Evidence for Scoring: After completing the first draft, the student gathers feedback to strengthen his or her speech and makes changes to improve the speech, carefully considering the suggestions of peers.

C. Research Across the Curriculum

5. Synthesize and organize information effectively.

College Ready Description: Student organizes his or her speech, drawing upon the analysis of others' speeches and the feedback of peers to create the maximum effect for audience members.

Evidence for Scoring: Student's notes reflect the ability to synthesize the information in the speeches and distill helpful recommendations for their own speech.

6. Design and present an effective product.

College Ready Description: Student determines the best order for presenting his or her message orally and in writing.

Evidence for Scoring: Student refines his or her presentation skills by delivering the speech, first to a peer or small group and then to the larger class. Student draws on the critique of a peer or small group and makes adjustments in his or her final presentation based on the feedback of his or her listeners.

E. Technology

1. Use technology to gather information.

College Ready Description: Student uses the Internet to locate and review commencement speeches.

Evidence for Scoring: Student uses multiple searches and sites to locate an appropriate speech rather than using the first speech they find.

ENGLISH LANGUAGE ARTS STANDARDS

I. Writing

A.1, 2, 3, 4. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

College Ready Description: Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience. Student generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to

effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.

Evidence for Scoring: Student’s speech reflects an understanding of the important elements of a commencement speech. Student’s speech clearly conveys the overall message to the listener, and it is obvious this is a commencement speech. Student uses supplementary thoughts and ideas to support their main point; student clearly attributes any outside quotes.

II. Reading

A.9, 10, 11. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

College Ready Description: Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text. Student identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood. Student identifies, analyzes, and evaluates similarities and differences in how multiple texts present information, argue a position, or relate a theme.

Evidence for Scoring: In group discussions, student uses specific textual examples to illustrate the audience, purpose, and message of the speech. Student identifies common features of speeches and compares and contrasts them between speeches.

III. Speaking

A.2. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

College Ready Description: Student adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes.

Evidence for Scoring: In group discussions, student uses more informal language, engages with each group member, and allows for group discussion. Student delivers speech clearly and appropriately, connecting with members of the audience, making eye contact, and using formal language.

B.2. Develop effective speaking styles for both group and one-on-one situations.

College Ready Description: Student participates actively and effectively in group discussions.

Evidence for Scoring: Student participates actively in discussion by looking directly at the speaker, taking careful notes, and then referencing statements by other group member(s) when contributing own comments.

IV. Listening

A.1. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

College Ready Description: Student analyzes and evaluates the effectiveness of a public presentation.

Evidence for Scoring: Student completes the *Speech Evaluation Form* handout completely and thoroughly.

Speaking to the Occasion – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
40	100		32	89		24	79		16	71
39	99		31	87		23	78		15	70
38	98		30	85		22	77		14	68
37	97		29	84		21	76		13	66
36	96		28	83		20	75		12	64
35	95		27	82		19	74		11	62
34	93		26	81		18	73		10	60
33	91		25	80		17	72			