# West Ada
## SCHOOL DISTRICT

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**Concerns, Questions & Existing Systems:**

- State of Idaho Requires - successful completion of 2 semesters of US History and 2 semesters of Government for graduation. Most states in the country only require 1 semester of government. Additionally, our district goes beyond the state requirement to include successful completion of 4 semesters of U.S. History for graduation.
- End of Course Exams are a critical component of these courses
    - The difference between our EOCs and the Citizenship test is that our EOCs contain questions that go beyond the fact-based, lower-cognitive domain level questions of who, what and when and include questions that get students to the understandings of how and why (see attached for sample questions)
    - We currently administer 6 district tests to all students as a requirement of the above courses. These are administered at the schools and scored at the district office.
        - US History 10 Semester 1 – 75 item test
        - US History 10 Semester 2 – 75 item test
        - US History 11 Semester 1 – 79 item test
        - US History 11 Semester 2 – 80 item test
        - American Government Semester 1 – 74 item test
        - American Government Semester 2 – 70 item test
            - We also include a section on *state and local government* that the civics test being considered does not include.
- Senior Project – Graduation Requirement. Our district's project has a Public Policy Focus
    - This project is a direct demonstration of their civic understanding and the importance of civic engagement (see attached)
- Financial Impact – According to the Fiscal Note, "This legislation has no fiscal impact to the general fund". However, this will impact funding at the district level.

- Graduation class of 2500 students, it costs money to put systems in place to administer and track test performance
- We would also need to put a system in place for students who cannot pass the test to meet Alternate Graduation Requirements.
- All of this costs money

- Ambiguity within the wording of the bill - "A pupil may take the civics test, in whole or in part, at any time after enrolling in grade7 and may repeat the test as often as necessary to pass the test." This portion raises significant questions and concerns:
  - The use of this wording leaves room for interpretation. Can the pupil take the test whenever he/she wants or can a district put a protocol/set system in place for when?
  - The tracking logistics of taking a test in parts would be massive.
  - Repeating as often as necessary to pass the test – this wording combined with the above could potentially allow a student to request to take question 1 on one day, question 2 on another day, etc… This would guarantee passage based on short-term memorization without learning taking place.
  - What about students who move into our state during their last year or two of high school? Do we have provisions for these students? Since a significant amount of the instruction and potential testing has already taken place, forms of remediation would need to take place. This would also have a cost associated with it.

**Requests for Consideration**

- As opposed to adding another standardized test to a system that some would say is already overly tested, I ask that you give local control to the districts to ensure that we are graduating students who have a solid understanding of our nation's history and our system of government. Before creating one more requirement, I would ask that you look into what is *currently being done*. I would argue that most schools and districts already have systems in place that instil a sense of civic duty and that encourage civic involvement that are much more effective than a low-level test.
- If you still support this bill, I ask that, at a minimum, you include wording that would allow graduation requirement exceptions for districts who already have systems in place that go beyond this low-level test.

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## SCHOOL DISTRICT

**Senate Concurrent Resolution No. 106 –**
**Gained this committee's unanimous support yesterday, February 24, 2015**
This is widely known as the "Anti-SBAC resolution", however, it addresses other assessment areas as well.

"BE IT FURTHER RESOLVED that the responsibility for **student accountability** test/quizzes be **chosen**, selected and/or created and be administered under the direction of local school boards, superintendents, teachers and principals and that this does not prohibit a local school district from **choosing** tests created by entities outside the school district or state."

- Student accountability – As soon as this becomes a graduation requirement this becomes a measure of student accountability. Some would say the highest form
- Underlying fundamental idea within this section of the resolution is that the local schools/district should be given the control to choose the methods of assessment.

Sample EOC Questions

1. What 1776 document stated reason why a break from England was necessary?

2. Read the following excerpt:

Patrick Henry
Speech to the House of Burgesses
March 23, 1776

"Gentlemen may cry, Peace, Peace – but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"

Written above is an excerpt from a speech given by Patrick Henry. What was the intent of this speech?

3. What is the main function of the executive branch of government?

4. What are the five rights pertaining to freedom listed in the 1st Amendment?

5. Which of the following is demonstrated by the president's power to veto a bill passed by Congress and Congress's power to override the veto?

6. What is a system of government in which power is shared between the states and the national government?

**Preamble to the Constitution of the United States of America**

"We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

7. According to the Preamble to the Constitution, what is the most significant source of governmental power?

8. What did the framers intend by the phrase in the Preamble: "In order to form a more perfect union"?

9. What was the outcome of case of Marbury v. Madison?

10. How did the Magna Carta and the English Bill of Rights influence the Constitution of the United States of America?

11. What is the interpretation of the quote below?

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness.  That to secure these rights, Governments are instituted among Men, driving their just powers from the consent of the governed; …" (excerpt from the Declaration of Independence)

12. What is the historical document that supports the belief that people should govern themselves and have that right to eliminate governments that do not guarantee or protect their natural rights?

13. What are the three branches of government?

14. Why did the Articles of Confederation fail?

15. Explain the concept that is established by this Article in the Constitution?

"This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the Unites States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, anything in the Constitution or Laws of any state to the Contrary notwithstanding." Article VI, Section 2

16. Where in the Constitution are people's liberties and personal freedoms protected?

17. Why is the U.S. government divided into three branches?

18. What constitutional principal is represented by the creation of three branches of government?

19. Why are U.S. Supreme Court Justices appointed for life?

20. At which level of government can small groups and individuals have more influence?

**Purpose:**

The purpose of the project is twofold:

- To give students the opportunity to demonstrate and apply the high level of knowledge and skills they have gained throughout their high school career.

- To evaluate students' knowledge and application of state standards not tested on the Idaho Standards Achievement Test (ISAT).

**"The Public Policies of a government are, in short, all of those things a government decides to do" (Magruder's American Government, 2008, p. 4).**

**Prompt:**

- Identify a relevant researchable, contemporary public policy that is domestic or foreign in scope. Domestic policy may address local, state or federal policy. International policy should connect to U.S. foreign policy.

- Research, analyze, and synthesize data related to the policy.

**Process:**

- Write a technical research paper presenting the following:
  - Policy Identification and Explanation – identify the policy and explain the key points of the public policy.

  - History/Background – Trace the history of the policy issue and explain what was happening that made it so the policy exists today. Include the influence political parties, elected officials, interest groups, and/or specific individuals had on the policy issue. Graphical support may be included in this section.

  - Current Situation - explain the current situation regarding the policy, including the effects/outcomes resulting from the implementation of the policy based on valid research and data. Identify and analyze changing factors which may impact the policy. Graphical support may be included in this section.

  - Differing Viewpoints – examine and analyze two or more differing points of view (though not necessarily opposing points of view), comparing and contrasting each. Graphical support may be included in this section.

  - Policy Recommendation - recommend changes to the current policy or explain the need for the policy to remain in effect. All recommendations

must address political or economic feasibility, and must be based on valid research presented in earlier paper sections. (To be considered for an advanced score in this category, students must address political **and** economic feasibility; refer to the paper rubric for more information.)

- o Graphical Support – include a graph or table presenting supporting data/statistics related to the policy and/or a political cartoon related to the policy. All graphic support should be referenced in the text of the paper and cited appropriately. Most importantly, the information presented in the graph/cartoon should be explained for the audience. Regardless of the student's choice of graphical support, data still must be included in the paper. Students may use an appendix to include graphical support. Graphical support should be cited internally.

- o The paper should be submitted to Turnitin.com before the final copy of the paper is turned in for scoring.


- Create a PowerPoint that highlights the key information in each section of the paper.

- Orally present the results of research in a formal presentation, supported by PowerPoint, in which the main points are summarized and explained to a trained panel.

Refer to the rubrics for each component of the project for clarification regarding how each will be evaluated.

**Grading Explanation:**

| Government 12B | English 12B |
|---|---|
| Senior project will account for 25% of the second semester grade in American Government 12B | Senior project will account for 25% of the second semester grade in English 12B |
| • Research = 15% of Semester 2 Grade | • Research Process = 10% of Semester 2 Grade |
| • PowerPoint = 10% of Semester 2 Grade | • Technical Research Paper = 15% of Semester 2 Grade |

See the Research Rubric for the assignments that comprise the Research Grade in each class.

The Senior Project Oral Presentation is a graduation requirement and is not included as a grade for either Government 12B or English 12B.

# SENIOR PROJECT RESEARCH RUBRICS

**Student Name**

| Responsibility for Grading: | Required Components | Performance Level | | | | SCORE |
|---|---|---|---|---|---|---|
| | | **Advanced** (10-9) | **Proficient** (8-7) | **Basic** (6) | **Below Basic** (5) (0 represents missing components) | |
| **Government** 10% of Research Grade | **Topic Selection:** -Topic is recognized as a relevant, contemporary governmental policy issue -Related to domestic or U.S. foreign policy -Topic selected is realistic based on the scope of the senior project requirements (researchable and manageable) | -Matches 3 components -Topic selection demonstrates thoughtfulness and maturity | -Matches all 3 components | -Matches 2 of 3 components | -Topic selected but matches none of the components | |
| **Government** 15% of Research Grade | **Research Proposal:** -Purpose (topic) for research is identified -Problem statement explains the need for research -Procedure for research is identified | -Thoroughly and concisely covers all three components | -Covers all three components | -Some components missing or not covered | -Most components not covered | |
| **English** 20% of Research Process Grade | **Research Proposal Format:** -Proposal is formatted correctly | -Proposal is formatted correctly | -Proposal has 1-2 errors in format | -Proposal has 3-4 errors in format | -Multiple errors in formatting show a lack of understanding of correct format | |
| **Government** 35% of Research Grade | **Initial Research as demonstrated through the Annotated Bibliography - Content:** -Multiple types -Explains key points of current policy -Describes historical background -Explains current situation -Identifies differing points of view -Quantity (minimum 10) -Relevance -Credibility | -All content components of the annotated bibliography are covered -Demonstrates thorough understanding and application of all components | -All content components of the annotated bibliography are covered | -Some content components missing or not complete | -Most content components missing or incomplete | |
| **English** 40% of Research Process Grade | **Annotated Bibliography – Format (Preliminary Research):** -Correct annotated bibliography format -Correct citation for source -Summary of information | -All components of the annotated bibliography correctly formatted and cited -Consistently demonstrates ability to summarize | -Most components of the annotated bibliography are correctly formatted and cited -Demonstrates ability to summarize | -Some components missing or incorrectly formatted or cited -Demonstrates some ability to summarize | -Most components missing or incorrectly formatted or cited -Demonstrates little ability to summarize | |
| **Government** 40% of Research Grade | **Note taking – Content:** -Explanation of current policy issue -Describes historical background -Explains current situation (effects, outcomes, changing factors) -Identifies 2 or more differing viewpoints in an objective manner -Identifies initial policy recommendation -Notes include graphical support | -Notes clearly demonstrate thoroughness in all areas | -Notes cover all areas | -Some notes are incomplete or areas missed | -Notes are incomplete and many areas not covered | |
| **English** 40% of Research Process Grade | **Note taking – Format:** -Sources identified -Shows a variety of sources -Distinguishes between direct quotations, summaries, and paraphrases | -All note taking components are covered | -Most note taking components are covered with few formatting errors | -Some components missing or have multiple formatting errors | -Most components missing or incorrect | |

## Grading Explanation:

| Government | English |
|---|---|
| Senior project will account for 25% of the second semester grade in American Government 12B | Senior project will account for 25% of the second semester grade in English 12B |
| • Research = 15% of Semester 2 Grade | • Research Process = 10% of Semester 2 Grade |
| • PowerPoint = 10% of Semester 2 Grade | • Technical Research Paper = 15% of Semester 2 Grade |

# Senior Project Paper Rubric

| | 4<br>Advanced | 3<br>Proficient | 2<br>Basic | 1<br>Below Basic<br>(0 = missing criteria) | Points | |
|---|---|---|---|---|---|---|
| **Title Page and General Page Formatting:**<br>-Title page in APA format includes correct information<br>-1-inch margins on all sides<br>-Paper is double-spaced<br>-Pages numbered consecutively and include an abbreviated title | -0-1 errors | -No more than 2 errors or repeated patterns of errors | -3 or more errors or repeated patterns of errors | -Information and formatting requirements ignored or inaccurate | 1 | |
| **Abstract:**<br>-100 to 150 word summary of content | -Succinct and complete summary | -Completely summarizes content<br>-Slightly over the word limit | -Incomplete or disorganized summary<br>-Exceeds word limit | -Summary does not reflect content<br>-Exceeds word limit | 1 | |
| **Policy Identification & Explanation**<br>-Explains key points of the policy | -Precise explanation of current policy | -Competent explanation of current policy | -Incomplete or superficial explanation of current policy | -Unclear explanation of current policy | 1 | |
| **Policy History/Background:**<br>- Traces the history of the policy issue<br>-Explains what was happening that made it so the policy exists today<br>-Includes the influence major political parties, elected officials, interest groups and/or specific individuals had on policy issue | -Engaging and focused explanation of key factors of history/background | -Sufficient explanation of key factors of history/background | -Incomplete or superficial explanation of key factors of the history/background | -Little or unclear explanation of key factors of history/background policy | 2 | |
| **Current Situation:**<br>-Explains current policy situation including effects/outcomes<br>-Identifies and analyzes factors that impact the policy<br>-Analyzes and explains data used to support current situation | -Thorough explanation of current policy situation including effects/outcomes<br>-Thorough explanation of changing factors<br>-Thorough data analysis and explanation | -Sufficient explanation of current policy situation including effects/outcomes<br>-Sufficient explanation of changing factors<br>-Sufficient data analysis and explanation | -Insufficient explanation of current policy situation, the effects, and/or outcomes<br>-Explanation of changing factors lacks development<br>-Data analysis and explanation lack development | -Explanation of current policy situation is confusing or missing<br>-Explanation of changing factors is confusing or missing<br>-Data analysis and explanation is confusing or missing | 2 | |
| **Differing Viewpoints:**<br>-Explains and analyzes 2 or more viewpoints objectively<br>-Compares and contrasts viewpoints | -Thorough, objective explanation and analysis of viewpoints<br>-Well-developed and well-organized comparison/contrast | -Objective explanation and analysis of viewpoints<br>-Sufficiently developed and organized comparison/contrast | -Explanation and analysis of viewpoints lacks objectivity or is superficial<br>-Comparison/contrast is inconsistent, needing more development, or stronger organization | -Includes only 1 viewpoint<br>-Explanation and analysis is insufficient or confusing<br>-Comparison/contrast is insufficient, confusing or missing | 2 | |
| **Policy Recommendation:**<br>-Explains recommendation supported by valid research<br>-Addresses political feasibility<br>-Addresses economic feasibility | -Thorough explanation of recommendation logically built upon valid research<br>- Writing explicitly addresses political and economic feasibility | -Sufficient explanation of recommendation built upon valid research<br>-Writing explicitly addresses political or economic feasibility | -Insufficient explanation of recommendation built upon research<br>-Writing weakly addresses political or economic feasibility. | -Explanation of recommendation is confusing, missing or built upon invalid research<br>-Does not address economic or political feasibility | 2 | |
| **Graphic Support:**<br>-Supports paper content<br>-Is legible and integrated into the text<br>-Relevance of graphic support is explained | -Directly supports paper content<br>-Is legible and integrated into the text<br>-Thorough explanation of graphic support | -Directly supports paper content<br>-Is legible and integrated into the text<br>-Sufficient explanation of graphic support | -Is related to paper content<br>- is legible but not integrated into the text<br>-Insufficient explanation of graphic support | -Is unrelated to paper content<br>-Graphic support is not legible and not integrated into the text<br>-No explanation of graphic support | 1 | |
| **Internal Citation:**<br>-Accurate APA internal citation including graphical support<br>Note: Papers without internal citation will not be scored. | -Accurate APA citation content/format | -Minimal errors in APA citation content/format<br>-No more than 2 internal citations are missing | -Multiple errors in APA citation content/format<br>-A few internal citations are missing | -Demonstrates little or no understanding of APA citation<br>-Some internal citations are missing | 1 | |
| **Reference Page:**<br>-Correct APA formatting<br>-Only sources cited in the paper are listed<br>Note: Papers without a reference page will not be scored | -Accurate APA format<br>-Matches all internal citations | -Minimal errors in APA format (pattern of error)<br>-Matches most internal citations | -Multiple errors in APA format<br>-Matches some internal citations | -Demonstrates little or no understanding of APA format<br>-Matches few internal citations | 1 | |
| **Voice and Word Choice**<br>-Voice should be expository in tone and free from bias | -Voice is consistently professional<br>-Word choice is mature, precise, and appropriate to topic and audience | -Voice is consistently professional<br>-Word choice is appropriate to topic and audience | -Inconsistent professional voice<br>-Some inaccurate or inappropriate word choices | -Little or no professional voice<br>-Multiple word choice errors that interfere with audience comprehension | 1 | |
| **Sentence Fluency and Conventions** | -Masterful sentence structure and conventions enhance audience comprehension<br>-Few, if any, sentence or convention errors | -Sentence structure and conventions occasionally enhance audience comprehension.<br>-Sentence or convention errors rarely interfere with audience comprehension | -Sentence structure and use of conventions is inconsistent<br>-Errors in sentence fluency and conventions occasionally interfere with audience comprehension | -Sentence structure and use of conventions are ineffective or confusing.<br>-Errors in sentence fluency and conventions interfere with audience comprehension | 1 | |
| Papers must be submitted to Turnitin.com before scoring. | | | | **TOTAL SCORE** | **/64** | |

# Senior Project PowerPoint Rubric

**Student Name:** _____

| Required Components | Performance Level | | | | S* | W** |
|---|---|---|---|---|---|---|
| | **Advanced (10-9)** | **Proficient (8-7)** | **Basic (6)** | **Below Basic (5) (0 represents missing components)** | | |
| **Mechanics: 10%** | -The text is clearly written with no errors in grammar, capitalization, punctuation, and spelling. | -The text is clearly written with little or no editing required for grammar, punctuation, and spelling. | -Spelling, punctuation, and grammar errors distract or impair readability. -3 or more errors. | -Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. -5 or more errors. | | 1 |
| **Text Elements: 15%** | -The fonts are easy-to-read and point size varies appropriately for headings and text. -Use of italics, bold, and indentations enhances readability. -Text is appropriate in length. -The background and colors enhance the readability of the text. | -Overall the fonts are easy-to-read. -In a few places the use of fonts, italics, bold, color, busy backgrounds or long paragraphs detracts and does not enhance readability. | -Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of old or lack of appropriate indentations of text. | -The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings indentations, or bold formatting. | | 1.5 |
| **Layout: 15%** | -The layout is visually pleasing and contributes to the overall message with affective use of headings, subheadings, and white space. | -The layout is visually pleasing and appropriately uses headings, subheadings and white space. | -The layout shows some structure, but appears cluttered and busy, has too much white space or uses a distracting background. | -The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability. | | 1.5 |
| **Media Elements: 15%** | -The media elements assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Images are proper size and resolution. -There is a consistent visual theme. | -The media elements visually depict material and assist the audience in understanding the flow of information or content. -Images are proper size and resolution. | -Some of media elements seem unrelated to the topic/theme and do not enhance the overall concepts. -Images are too large / small in size. -Images are poorly cropped or the color/resolution is fuzzy. | -The media elements are unrelated to the content. -Media elements do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content. | | 1.5 |
| **Organization: 15%** | -The sequence of ideas and supporting information is logical and progresses smoothly from one idea to the next. | -The sequence of ideas and supporting information is logical. | -The sequence of ideas and supporting information is somewhat logical. | -The sequence of ideas and supporting information is not logical. | | 1.5 |
| **Citations: 10%** | -Sources of information, photos and graphics are properly cited. | -Most sources of information, photos and graphics are properly cited. | -Sometimes copyright guidelines are followed. -Some information, photos and graphics are not properly cited. | -Sources of information, photos and graphics are not properly cited. | | 1 |
| **Key Components: 20%** -Introduction -Policy Identification -History/Background -Current Situation w/ graphical support -Differing Viewpoints -Policy Recommendation -Conclusion | -All key components are covered thoroughly. | -All key components are covered. | -Some key components are missing or not complete. | -Most key components are missing or incomplete. | | 2 |

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**Grading Explanation:** Senior project will account for 25% of the second semester grade in American Government 12B.
- Research = 15% of Semester 2 Grade
- PowerPoint = 10% of Semester 2 Grade

**\*S-Score**
**\*\*W-Weight**

Revised 10/5/09

# Senior Project
## Oral Presentation Rubric

| Knowledge of Content | | | | |
|---|---|---|---|---|
| | **Advanced**<br>4 | **Proficient**<br>3 | **Basic**<br>2 | **Below Basic**<br>1 |
| **Introduction:**<br>Policy identification, history/background of policy issue, purpose of policy & influence of political parties, elected officials, interest groups &/or specific individuals had on the policy | •**Engaging, precise, and thorough** explanation of current policy<br>•**Thorough coverage** of key factors of history/background | •**Adequate** explanation of current policy<br>•**Identifies most** key factors of history/ background | •**Incomplete or superficial** explanation of current policy<br>•**Incomplete or superficial** explanation of history/ background | •**Little or no explanation** of current policy<br>•**Little or no explanation** of key factors of history/background |
| **Current Situation:**<br>Effects & outcomes supported with accurate data (graphs, statistics, etc.) | •Current Situation is **clearly identified** and **supported with data**<br>•Effects and outcomes are **explained and analyzed** | •Current Situation is **identified** and supported with data<br>•Effects and outcomes are **explained** | •Current Situation is **identified** but **not supported with data**<br>•Effects and Outcomes are **minimally identified** | •Current Situation is **not identified** or **supported** with data<br>•Effects and Outcomes are **not** explained |
| **Differing Viewpoints:**<br>Analyze two or more points of view, compare and contrast each | •Differing points of view are **clearly identified, explained, compared AND contrasted** | •Differing points of view are **identifed and explained, compared AND contrasted** | •Differing points of view are **limited or superficially explained, and compared OR contrasted** | •Differing points of view are **not** identified or explained |
| **Recommendation:**<br>Recommend changes to current policy OR the need for the policy to remain in effect | •Recommendation is **thoroughly explained and well-supported** with evidence<br>•Addresses political **AND** economic feasibility | •Recommendation is **explained and supported** with evidence<br>•Addresses political **OR** economic feasibility | •Recommendation is **not thoroughly explained and/or minimally supported** with evidence<br>•**Weakly** addresses political **OR** economic feasibility | •Recommendation is **unclear, shows a lack of understanding of the current policy and/or not supported** with evidence<br>•**Does not address** political or economic feasibility |
| **Conclusion:**<br>Presentation summary statements | •**Highly engaging** conclusion summarizes key points and restates policy recommendation | •Conclusion summarizes key points and restates policy recommendation | •Conclusion **inadequately highlights key points** | •Conclusion **weak or no** conclusion given |
| **Organization:**<br>Clear, logical flow; transitions | •**Clear, logical and exceptionally enhances** the flow of speech<br>•**Consistent, skilled use** of transitions | •**Clear, logical and flows well**<br>•**Consistent** use of transitions | •**Breaks** in clarity, logic and/or flow<br>•**Little or no** use of transitions | •**Frequent breaks** in clarity, logic and/or flow<br>•**No** transitions |
| **Question and Answer:**<br>Asks the audience for questions and answers knowledgeably | •Questions are **answered knowledgably** | •Answers may show **incomplete understanding** | •**Some** questions **cannot be answered** | •**Most** questions **cannot be answered** |

*Standard:* Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of **literary quotations, anecdotes, and references to authoritative sources.**

*Standard:* Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion,) in **formulating rational arguments and applying the art of persuasion and debate.**

## Delivery of Content

| | Advanced 4 | Proficient 3 | Basic 2 | Below Basic 1 |
|---|---|---|---|---|
| **Visual Delivery:** Posture, Stance, gestures, facial expressions, eye contact, attire | •**Poised, confident** stance<br>•**Variety of deliberate** gestures<br>•Facial expressions **consistently compliment** presentation content<br>•**Consistently** makes eye contact with **entire** audience<br>•**Professional** attire | •**Straight posture** with feet planted<br>•**Deliberate** gestures<br>•**Most** facial expressions **compliment** presentation content<br>•**Frequently** makes eye contact with **entire** audience<br>•**Professional** attire | •**Overly relaxed or rigid** stance<br>•**No** gestures or **nervous** gestures<br>•**Rigid or nervous** facial expressions<br>•**Some breaks** in eye contact or **focuses on just one or two** people in audience<br>•**Casual** attire | •**Excessive** movement<br>•**Distracting gestures** such as fidgeting, grooming or playing with clothes<br>•Facial expressions **do not support** presentation content<br>•**Makes little or no** eye contact<br>•**Unprofessional** attire |
| **Verbal Delivery I:** Pronunciation, articulation, use of language | •Pronunciation and articulation are **consistently precise**<br>•**Consistent, accurate, and appropriate** use of English | •Pronunciation and articulation are **frequently precise**<br>•**Mostly accurate and appropriate** use of English | •Pronunciation and articulation are **some-times inaccurate**<br>•**Some** English language **errors** | •Pronunciation and articulation are **frequently inaccurate**<br>•**Frequent** English language **errors** |
| **Verbal Delivery II:** Pitch/tone, rate, pause, notes, rehearsal | •Volume **projects consistently well**<br>•**Appropriate, expressive** tone and inflection<br>•**Well-paced, conversational** rate<br>•Use of pause **compliments the presentation**<br>•**Rarely reads** from note cards<br>•Is **well-rehearsed** | •Volume **projects well**<br>•**Expressive** tone and reflection<br>•**Appropriate** speaking rate<br>•Pause **utilized to mark transitions** between ideas<br>•**Occasionally reads** from note cards<br>•Is **rehearsed** | •**Inconsistent** volume<br>•**Occasionally expressive** tone and inflection<br>•Delivered at a **fast** rate<br>•**Some unplanned distracting** pauses; (um, uh, like, and, etc.)<br>•**Frequently reads** from note cards<br>•Is **minimally rehearsed** | •Volume is **too low**<br>•**Minimal expressive** tone and inflection<br>•Delivered at a **fast, nervous** pace<br>•**Frequent unplanned distracting** fillers (um, uh, like, and, etc.)<br>•**Reads majority of speech** from note cards<br>•Is **minimally or not rehearsed** |
| **Integration of PowerPoint** Flow, purpose and function | •**Smoothly integrates** the PowerPoint into the presentation<br>•**Consistently supports** speech content | •**Integrates** the PowerPoint into the presentation<br>•**Supports** speech content | •**Occasionally** integrates the PowerPoint or **sometime reads** slides to the audience<br>•**Occasionally disconnected** to speech content | •**Fails to integrate** PowerPoint, or **frequently reads** slides to the audience<br>•**Frequently disconnected** to speech content |

*Standard:* Analyze the *occasion* and the interests of the audience **and choose effective verbal and nonverbal techniques** (e.g., voice, gestures, eye contact) for presentation.

*Standard:* Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of **literary quotations, anecdotes, and references to authoritative sources.**

*Standard:* Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion,) in **formulating rational arguments and applying the art of persuasion and debate.**