

Student's Name				
Course Section #		Semester		
ESL Speech 1 - SLO 1	Use relatively correct phonemes, stress, intonation, and paralinguistic and nonverbal features			
ESL Speech 1 - SLO 4	Students will be able to plan and deliver an 8-10 minute, well-organized speech on academic subjects, using limited notes and appropriate visuals and high-intermediate presentation skills			
Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
Body Language	<i>Excellent physical presence and use of body language to effectively communicate with the audience including eye contact, and gestures to underscore important points during presentation.</i>	<i>Overall satisfactory physical presence and use of body language at times to communicate with audience, although a certain distance can be noted at times because the speaker is caught up in reading, rather than presenting information.</i>	<i>Limited use of physical presence and body language to communicate to the audience including very little eye contact.</i>	<i>Little to no use of body language and eye contact to communicate with audience, with very little care given to physical presence.</i>
Pronunciation	<i>Pronunciation shows a clear understanding of stress and intonation with few basic errors in pronunciation at the level of individual words.</i>	<i>Pronunciation contained some individual word pronunciation errors. Presenter made a strong attempt at using stress and intonation during the course of the presentation.</i>	<i>Presenter made numerous individual word pronunciation errors with little attempt at the use of stress and intonation to underline meaning.</i>	<i>Numerous pronunciation errors during course of presentation with no attempt made at the use of stress and intonation.</i>
Content	<i>Uses clear and purposeful content with ample examples to support ideas presented during the course of the presentation.</i>	<i>Uses content which is well structured and relevant, although further examples might improve overall presentation.</i>	<i>Uses content which is generally related to theme of presentation, though audience needs to makes many of the connections for itself, as well as having to accept presentation on face value due to an overall lack of evidence.</i>	<i>Uses content which is confusing and at times seems unrelated to overall presentation theme. Little or no evidence is provided during course of presentation.</i>

Student's Name				
Course Section #		Semester		
ESL Speech 1 - SLO 3	Express opinions; agree and disagree with others using techniques introduced in intermediate low texts			
ESL Speech 1 - SLO 4	Students will be able to plan and deliver a 5-7 minute speech on academic subjects, using notes and intermediate level presentation skills			
Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
Fluency	Presenter is in firm control of the presentation and communicates directly with the audience with little or no direct reading from prepared notes.	Presenter is generally communicative with the audience, although he or she finds it necessary to often refer to written notes during the presentation.	Presenter sometimes communicates directly with the audience, but is mostly caught up in reading and / or referring to written notes during the presentation.	Presenter is entirely tied to notes for presentation with no real contact established with the audience.
Visual Props	Includes visual props such as slides, photos, etc. which are on target and helpful to the audience while not distracting.	Includes visual props such as slides, photos, etc. which are on target, but may be slightly confusing or distracting at times.	Includes few visual props such as slide, photos, etc. which at times are distracting or seem to have little relevance to presentation.	Uses no visual props such as slides, photos, etc. or props that are poorly linked to presentation.
Grammar and Structure	Grammar and sentence structure sound throughout entire presentation with only a few minor mistakes.	Grammar and sentence structure mostly correct, although there are a number of minor grammar mistakes, as well some mistakes in sentence structuring.	Grammar and sentence structure lacking coherence with frequent mistakes in grammar, tense use and other factors.	Grammar and sentence structure are weak throughout entire presentation.
Interaction with Audience	Presenter communicated effectively with audience soliciting questions and providing satisfactory responses and personal point of views.	Presenter generally communicated with audience, though he or she became distracted from time to time and was not always able to provide a coherent answer to questions or provide personal insight.	Presenter seemed to be slightly distant from audience and was not able to adequately respond to question or provide personal insight.	Presenter seemed to have no connection with the audience and made no attempt to solicit questions from the audience.

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Course Section #		Semester		
ESL Speech 1 - SLO 2	Identify speaker attitude/mood through: a. verbal and non-verbal cues. b. recognize reduced forms of speech c. recognize formal and informal speech			
ESL Speech 1 - SLO 3	Formulate questions and respond appropriately in academic and other advanced-level situations			
Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
Contributions Made	Contributed appropriately throughout the conversation without monopolising.	Made several attempts to contribute.	Limited attempts made to contribute to the conversation.	No attempt made to contribute.
Asking Questions	Asked a number of appropriate questions throughout the conversation.	Asked a limited number of questions throughout the conversation.	Posed one question during the conversation.	No questions asked.
Follow Peer Discourse	Involved in the conversation, following peer discussion and responding appropriately.	Appeared to follow the conversation for the most part.	Limited evidence that the conversation was being followed.	No evidence of following the content of the conversation.
Identify and Respond Different Points of Views	Identified and acknowledged different points of view throughout the conversation and responded appropriately to them.	Identified the majority of the viewpoints expressed with appropriate responses for the most part.	Some attempt to identify different points of view. Some appropriate responses to others opinions.	Inability to identify and respond to different points of view.

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ESL Speech 1 - SLO 3	Formulate questions and respond appropriately in academic and other advanced-level situations			
Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor
Express Opinions and Substantiate	Very capable of expressing their opinion and substantiating.	Presented their opinion but failed to substantiate.	Some attempt made to express an opinion.	No attempt to express and opinion.
Language Features Associated With the Text Type	A wide variety of appropriate linking words and interjections used throughout the conversation.	A number of linking words and appropriate interjections used.	Limited/repetitive use of linking words and interjections.	No use of linking words or appropriate interjections.
Topic Specific Vocabulary	Technical vocabulary, background knowledge, experience and emotive language used accurately throughout.	Technical vocabulary used with evidence of background knowledge. Some attempts to use emotive language	Some attempts to use technical vocabulary and emotive language.	No technical vocabulary used.

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Broad Rules That Govern Social Interaction	The speaker was very confident and took turns speaking, interjecting appropriately and using repair throughout.	Turn taking was appropriate for the most part. Was capable of some repair.	Attempted to turn take. Was uncomfortable and could not repair errors made.	Very poor turn taking skills.
Use Of Voice	Smooth, effective engagement with clear pronunciation and projection throughout. Audience engaged.	Good projection and pronunciation. Interjections need work.	Some projection with most words pronounced accurately.	Poor projection. Mumbled speech without clear pronunciation. Audience disengaged.
Non-verbal behaviours	Sustained eye contact, appropriate gesture used. Appeared relaxed, using comfortable movement and posture throughout.	Good eye contact. Limited gestures used.	Some attempts at eye contact made. Repetition of gesture throughout.	Poor eye contact. Limited use of gesture and facial expression.