

LET ME TELL YOU ABOUT MY CAREER

(To be used in conjunction with the assessment developed for Standard 4A.J and 5C.J)

Performance Standard 4B.J

Each student will research and develop a career topic for a three to five minute speech and will deliver the speech using proper public speaking technique accordingly:

- *Delivering the speech:* focus on fundamentals of speech delivery (i.e., introduction, clarity of purpose, language, bodily action/posture, eye contact/gestures, use of voice, enthusiasm/vigor, confidence/self-control, organization of material, conclusion).

Procedures

1. ***In order to speak effectively using language appropriate to the situation and audience (4B)***, students should experience sufficient learning opportunities to develop the following:
 - Communicate effectively the intended message.
 - Use effective non-verbal feedback (response) strategies.
 - Use a variety of verbal and non-verbal clues.
 - Speak clearly and confidently (e.g., use good volume, eye contact, body language).
 - Use appropriate grammar, word choice and pacing.
 - Demonstrate effective use of visual aids and available technology.
 - Analyze information to make appropriate predictions and judgments.Business students must have the opportunity to practice using and improving their speaking and organization skills, along with demonstrating their knowledge of a career selection. These skills will be very critical as they enter the business world. This assessment aligns with the Administrative Support Cluster occupational skill standard 82 (Document Processing/Locate and retrieve information from a variety of electronic sources. In addition, this assessment aligns with the Illinois Workplace Skills A7 (Developing an Employment Plan/Identify career information from counseling sources), B1 (Seeking and Applying for Employment Opportunities/Locate employment opportunities), B2 (Seeking and Applying for Employment Opportunities/Identify job requirements) and B3 (Seeking and Applying for Employment Opportunities/Locate resources for finding employment).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide opportunities for students to observe models of good public speaking.
4. Each student will select a career area for the speech.
5. Each student will research and develop an outline of the speech (i.e., introduction, main points, first and second level support, conclusion). The outline must be formatted using a word processing program and using appropriate outline format.
6. Each student will develop a visual aid to enhance the presentation of the speech. If a multimedia presentation is given, the student may also meet the assessment criteria for Standard 5C.J.
7. Each student will practice the delivery of the speech before the assessment.
8. Each student will deliver a three- to five-minute speech on the topic agreed upon with the teacher.
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level. (Optional – the teacher may have another student also evaluate the speech in conjunction with Standard 4A.J.)

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One to two class periods

Resources

- Materials for visual aids
- Research resources, print and electronic as available
- Let Me Tell You about My Career student worksheet
- Let Me Tell You about My Career Rubric

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STUDENT WORKSHEET

The assessment of a speech covers ten major categories of good public speaking. Each of the categories will be evaluated on a six point scale, with one to three points being weak and four to six points strong qualities. Your task is to listen carefully to the speech and evaluate it on each of the ten categories. While you are listening, you should also jot down on the bottom of the evaluation page the outline of the major points the speaker covers in the organization of the speech. Here is the explanation of the six point scale and the ten categories you are to assess.

SIX POINT SCALE:

1. Poor – Inferior in quality. The item is not present or is barely detectable.
2. Weak – The item is deficient of required criteria. Some attempt is made to use this in the speech, but that attempt does not impact the audience.
3. Fair – The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.
4. Adequate – The item meets minimum acceptable standards for the speaking assignment. All criteria are present but may not be well developed.
5. Good – The criteria for the assignment are fulfilled with greater detail and a level of development in places above the required minimum. Development of criteria may not be consistent throughout the speech.
6. Excellent – Consistent development of the criteria for an item throughout the speech. The attention to development of the item is clearly planned and carefully executed.

EVALUATION CRITERIA FOR THE TEN CATEGORIES:

1. INTRODUCTION – The speaker should identify clearly the subject of the speech and his/her purpose for speaking (i.e., persuade, inform, demonstrate, etc.). The introduction should be developed using one of the accepted patterns discussed in class (e.g., tell a story, unusual fact, anecdote, personal experience). The speaker should establish his/her credibility (give proof that the speaker knows the topic well enough to speak about it as an authority of sorts).
2. CLARITY OF PURPOSE – The identified purpose for speaking should be evident throughout the body of the speech. The speaker should not deviate from the intended purpose for speaking. Transition devices and word choice should be selected with the purpose in mind and should link the elements of the speech together to achieve the purpose. Any comments which detract from the purpose should be absent; such comments will result in a lower score on this category of the evaluation.
3. LANGUAGE – The choice of words and structure of sentences should be appropriate to the audience and occasion. An occasional slang term is OK, but the recurring use of inappropriate slang will lower the score on this category. Excessive use of slang without the proper motivation (necessary to achieve the particular purpose for speaking and appropriate to the audience) will result in an unsatisfactory rating (1-3).
4. BODILY ACTION/ POSTURE – The speaker stands erect and comfortable with both feet a comfortable distance apart for good support. Speaker should appear alert but at ease with confidence. Distracting movements should not be present. At no time should the speaker slouch, lean on furniture, move unnecessarily or fidget.

5. EYE CONTACT, GESTURES – Eye contact should be nearly constant with the audience and should move frequently across all parts of the audience. No “locking on” to note cards or one particular part of the audience. Gestures should be smooth and integrated with the points being made in the speech. Gestures should not detract attention from the message or communicate excessive nervousness to the audience. Note cards should be read only momentarily to gain information and keep track of the speaker’s next point. More frequent references to note cards will detract from the link to the audience and lower the score on this category.
6. USE OF VOICE – Voice should accent the points being made. Inflection, volume, speaking rate, accents, etc., should be chosen carefully to reinforce the message and blend smoothly with the speaker’s appearance and gestures. Any elements of voice which detract from the effective communication of ideas (monotone, unvarying speaking rate, weak volume, etc.) will lower the evaluation on this category.
7. ENTHUSIASM, VIGOR – The speaker should demonstrate interest in the topic through the use of gestures, posture, voice and word choice. A high degree of perceived interest and enthusiasm for the topic will result in a 6 evaluation. Very brief speeches lacking in detail and delivered in a monotone will indicate a lack of enthusiasm and will be rated 1 or 2 accordingly.
8. CONFIDENCE, SELF-CONTROL – The speech continues smoothly and without noticeable breaks from beginning to end. The speaker’s use of eye contact, gestures and posture indicate clear command of the situation. Nervousness that appears uncontrolled, stuttering pauses and other signs of lack of preparation will result in a lowered score on this category.
9. ORGANIZATION – The speaker should utilize clearly developed introduction, body and conclusion sections of the speech. Visual aids should be integrated smoothly into the presentation. If the evaluator cannot construct a clear outline of the speech just by listening to the transitions, pauses, watching movements and picking up the verbal clues to shifts in emphasis which signal new sections of the outline, the score will be lowered according to the degree of difficulty experienced in the attempt to outline the speech’s content.
10. CONCLUSION – The speech should be summarized clearly. All main points covered in the organization of the speech should be touched upon one final time to remind the audience of the main ideas. The speech should make a smooth exit with no sense that we have been “dropped” by the speaker at the last moment. Clear evidence of a plan conclusion should be observed here.

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SPEECH EVALUATION GUIDE

(To be completed by the teacher)

EVALUATOR _____

SPEAKER _____

- Exceeds standard – 55 - 60 points
- Meets standard – 40 - 54 points
- Approaches standard – 26 - 39 points
- Begins standard – 10 - 25 points

POINT VALUES	1	2	3	4	5	6	TOTALS
Introduction							
Clarity of Purpose							
Language							
Bodily Action, Posture							
Eye Contact, Gestures							
Use of Voice							
Enthusiasm, Vigor							
Confidence, Self-Control							
Organization of Material							
Conclusion							

(Adapted from Washington Community High School, District 308,
Speaking and Listening In-House Assessment.)

TOTAL POINTS _____

SPEECH OUTLINE:

(List main points presented
In the speech)