

SHOW AND TELL

Performance Standard 4B.A

Speak for 1 – 2 minutes about a special object, such as a pet or a toy accordingly:

- *Being aware of speaker and relating to audience:* Establish and maintain appropriate spatial relationship with audience; consistently demonstrate awareness of an appropriate speaker-audience relationship by separating from group and standing and speaking independently.
- *Focusing topic:* Fit topic to teacher-specified category and time constraints; consistently focus presentation on main topic (object); present ideas in an appropriate order (not confusing to listener).
- *Using presentation techniques:* Consistently speak at a rate that is appropriate and understandable; consistently use a level of volume that enables everyone in the group to hear; use frequent eye contact with members of the audience; consistently use object (or picture) to enhance classmates' understanding of topic; fulfill time requirements.
- *Using language properly:* Consistently use words that are developmentally appropriate (not “baby-talk”); consistently use age-appropriate rules governing spoken English.

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:
 - Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).
 - Demonstrate awareness of speaker-audience relationship.
 - Demonstrate ability to stand independently and speak to a group.
 - Begin to use appropriate presentation techniques (e.g., rate, volume, some eye contact with audience).
 - Focus and present appropriate information on a single topic.
 - Present ideas in an appropriate order.
 - Use appropriate rules governing spoken English.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have each student bring an object or picture of an object to class. Depending upon the time of year and the number of opportunities students have had to speak in front of their classmates prior to this assignment, specify a category, such as pets, on which each student is to speak about for 1 minute. (Depending upon school rules and classroom logistics, specify whether the objects may/should be brought to school or whether a picture of the object will be acceptable.)
4. Coach the students about the kinds of things they can tell about their objects and give students some opportunities to do a similar show and tell presentation before this assessment activity is done in class. Discuss the “Show and Tell” rubric with the class before the assessment begins and plan to complete one for each student.
5. Ask each student to give a “talk” about his/her object for 1 minute in front of the class.
6. Evaluate each student’s performance using the rubric during the presentation. Add each student’s scores to determine the performance level.

Examples of Student Work not available

Resources

- The objects or pictures of objects about which students will talk
- Show and Tell Rubric

Time Requirements

- One class period

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NAME _____ DATE _____

- Exceeds standard (must receive 15 - 16 points) Approaches standard (must receive 7 - 10 points)
 Meets standard (must receive 11 - 14 points) Begins standard or absent (must receive 4 - 6 points)

	Awareness of Speaker— Audience Relationship	Topic and Focus	Presentation Techniques	Language
4	<ul style="list-style-type: none"> • Student is able to establish and maintain appropriate spatial relationship with his/her audience. • Student consistently demonstrates awareness of an appropriate speaker-audience relationship. <ul style="list-style-type: none"> ○ Can separate from group. ○ Can stand and speak independently. 	<ul style="list-style-type: none"> • Topic is appropriate for the assignment. <ul style="list-style-type: none"> ○ Fits category specified by the teacher. ○ Is appropriate for time constraints. • Consistently focuses presentation on main topic (object) • Ideas are presented in an appropriate order (not confusing to listener). 	<ul style="list-style-type: none"> • Student consistently speaks at a rate that is appropriate and understandable. • Student consistently uses a level of volume that enables everyone in the group to hear. • Student has frequent eye contact with members of the audience. • Student consistently uses object (or picture) to enhance classmates' understanding of his/her topic. • Student fulfills time requirements. 	<ul style="list-style-type: none"> • Student consistently uses words that are developmentally appropriate (not “baby-talk”). • Student consistently uses age appropriate rules governing spoken English.
3	<ul style="list-style-type: none"> • Student is able to establish and maintain appropriate spatial relationship with his/her audience. • Student consistently demonstrates awareness of an appropriate speaker-audience relationship. <ul style="list-style-type: none"> ○ Requires some coaxing to separate from group. ○ Can stand and speak independently with limited support from the teacher. 	<ul style="list-style-type: none"> • Topic is appropriate for the assignment. <ul style="list-style-type: none"> ○ Fits category specified by the teacher. ○ Is appropriate for time constraints. • Most of presentation focuses on main topic (object) • Ideas are presented in an appropriate order (not confusing to listener). 	<ul style="list-style-type: none"> • Student usually speaks at a rate that is appropriate and understandable. • Student usually uses a level of volume that enables everyone in the group to hear. • Student has some eye contact with members of the audience. • Student sometimes uses object (or picture) to enhance classmates' understanding of his/her topic. • Student fulfills time requirements. 	<ul style="list-style-type: none"> • Student usually uses words that are developmentally appropriate (not “baby-talk”). • Student usually uses age appropriate rules governing spoken English.
2	<ul style="list-style-type: none"> • Student might establish, but cannot maintain appropriate spatial relationship with his/her audience. • Student will stand and speak only with strong teacher support and proximity. 	<ul style="list-style-type: none"> • Topic is appropriate for the assignment. <ul style="list-style-type: none"> ○ Fits category specified by the teacher. ○ Is appropriate for time constraints. • Occasionally focuses presentation on main topic (object) • Ideas are presented with a limited or vague sense of order. 	<ul style="list-style-type: none"> • Student occasionally speaks at a rate that is appropriate and understandable. • Student occasionally uses a level of volume that enables everyone in the group to hear. • Student has little eye contact with members of the audience. • Student seldom uses object (or picture) to enhance classmates' understanding of his/her topic. • Student does not fulfill time requirements. 	<ul style="list-style-type: none"> • Student occasionally uses words that are developmentally appropriate (not “baby-talk”). • Student occasionally uses age appropriate rules governing spoken English.
1	<ul style="list-style-type: none"> • Student can neither establish nor maintain appropriate spatial relationship with his/her audience. • Student is not able to stand and speak even with teacher support. 	<ul style="list-style-type: none"> • Topic is inappropriate for the assignment. • Seldom/never focuses presentation on main topic (object) • No appropriate order (organization) is evident. 	<ul style="list-style-type: none"> • Student seldom/never speaks at a rate that is appropriate and understandable. • Student seldom/never uses a level of volume that enables everyone in the group to hear. • Student has no eye contact with members of the audience. • Student never uses object (or picture) to enhance classmates' understanding of his/her topic. • Student does not fulfill time requirements. 	<ul style="list-style-type: none"> • Student seldom/never uses words that are developmentally appropriate (not “baby-talk”). • Student seldom/never uses age appropriate rules governing spoken English.
Score				