

## SHOW AND TELL SPEECHES

### Performance Standard 4B.B

Speak for two to three minutes about an object such as a pet or a toy accordingly:

- *Demonstrating awareness of speaker and audience relationship:* Establish and maintain appropriate spatial relationship with audience; consistently demonstrate an appropriate speaker-audience relationship (separate from group, stand and speak independently).
- *Focusing on an appropriate topic:* Use a topic appropriate for the assignment (fits category specified by the teacher, is appropriate for time constraints); consistently focus presentation on main topic (object); present ideas in order (not confusing to listener); consistently use details effectively.
- *Using effective presentation techniques:* Consistently speak at an appropriate and understandable rate; consistently use a level of volume that enables everyone to hear; use frequent eye contact with the audience; consistently use objects to enhance audience's understanding of topic; fulfill time requirements; use effective tone of voice; avoid distracting behavior.

### Procedures

1. *In order to speak effectively using language appropriate to a "Show and Tell" situation (4B)*, students should experience sufficient learning opportunities to develop the following skills:
  - Demonstrate awareness of situation and setting for the oral message.
  - Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).
  - Focus and present information on a single topic.
  - Present ideas in a logical order.
  - Use appropriate details (e.g., descriptive words, reasons), 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. Specify a category, such as pets, about which students are to speak for 2 -3 minutes. Depending upon school rules and classroom logistics, specify whether the object may be brought from home or whether a picture of the object will be acceptable. Discuss with the students about the kinds of things they can tell about their object before this assessment activity. (Become familiar with the rubric before the assessment begins and plan to complete one for each student.)
4. Have each student deliver a "Show and Tell" presentation about the object for 2 - 3 minutes in front of the class.
5. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work not available

### Time Requirements

- One class period

### Resources

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

## SHOW AND TELL SPEECHES

NAME \_\_\_\_\_

DATE \_\_\_\_\_

- Exceeds standard (must receive 15 - 16 points)
- Meets standard (must receive 11 - 14 points)

- Approaches standard (must receive 7 - 10 points)
- Begins standard or absent (must receive 4 - 6 points)

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

## Show and Tell Checklist

	Consistently (4)	Usually (3)	Occasionally (2)	Seldom (1)
Maintains appropriate spatial relationship with audience				
Demonstrates awareness of speaker/audience relationship				
Chooses appropriate topic for assignment				
Focuses on topic				
Presents ideas in an appropriate order				
Uses details effectively				
Uses an appropriate and understandable rate of delivery				
Uses appropriate volume level				
Maintains frequent eye contact				
Uses visual enhancement				
Fulfills time requirements				
Uses effective tone of voice				
Avoids Distractions				
Uses age-appropriate vocabulary				
Uses age-appropriate spoken English				