

## LET ME CONVINCe YOU

### Performance Standard 4B.D

Deliver a 3-5 minute *persuasive* speech on a school-related activity accordingly:

- *Choosing a topic:* Choose a topic choice suitable to assignment and time frame; choose a purpose statement (thesis) is appropriate and well worded; effectively preview main points; develop main points sufficiently to support thesis.
- *Developing the body of a speech:* Use a clear pattern of organization; elaborate upon all main points with appropriate details; balance all main points in length and importance; consistently maintain listeners' attention.
- *Developing the conclusion:* Use a summary or review of key points; use an effective ending; present enough appropriate information to convince/persuade listeners.
- *Using delivery techniques:* Consistently use audible volume, age-appropriate vocabulary, age-appropriate grammar and use of rules governing spoken English, varied pacing (rate) of speech, varied, pleasing tone and pitch, gestures and body language; use notes consistently and appropriately.

### 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 skills:
  - Distinguish among oral presentations intended to inform, to entertain, and to persuade.
  - Organize information for the purposes of informing, entertaining, and persuading.
  - Use language that is clear, audible, and appropriate.
  - Use appropriate grammar, word choice, and pacing.
  - Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.
  - Adapt language to audience and purpose.
  - Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).
  - Prepare and practice the presentation in advance.
  - Use notes and outlines.
2. Review the purposes of *persuasive* speaking with emphasis upon what makes this kind of speech different from other kinds. Brainstorm (or use similar prewriting technique) topics related to school that students think could be improved, or need to be changed (e.g., "Homework Should Be Outlawed on Weekends," "The School Calendar Should Be Changed So That..." or "The Grading System Should Be Changed So That...")
3. Have each student select a topic of his/her choice and prepare a three to five minute *persuasive* speech to be given the next day in front of the class. (On note cards students should record key ideas, not entire sentences.) Have students review and discuss the task to be completed and how the rubric will be used to evaluate it.
4. On the day of the assessment, ask each student to deliver his/her three to five minute persuasive speech. Only note cards may be used when the student is giving his/her speech.
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

### Resources

### Time Requirements

- One class period to prepare, with additional time used as homework
- Two class periods to deliver speeches, depending upon enrollment

- Notes from the prewriting activity
- Notes from the discussion on persuasive speaking/writing
- 4x6 or 5x8 note cards
- Let Me Convince You Rubric

## LET ME CONVINCe YOU

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- |  |   |
|--|---|
| <input type="checkbox"/> Exceeds standard (must receive 15 - 16 points)<br><input type="checkbox"/> Meets standard (must receive 11 - 14 points) | <input type="checkbox"/> Approaches standard (must receive 7 - 10 points)<br><input type="checkbox"/> Begins standard or absent (must receive 4 - 6 points) |
|--|---|

|              | Introduction   | Body  | Conclusion  | Delivery Techniques   |
|--------------|--|---|---|---|
| <b>4</b>     | <ul style="list-style-type: none"> <li>• Topic choice is suitable to assignment and time frame.</li> <li>• Purpose statement (thesis) is appropriate and well-worded.</li> <li>• Effectively previews main points.</li> <li>• Main points are sufficient to support thesis.</li> </ul>                         | <ul style="list-style-type: none"> <li>• A clear pattern of organization is consistently evident.</li> <li>• All main points are consistently elaborated upon with appropriate details.</li> <li>• All main points are well-balanced in length and importance.</li> <li>• Consistently maintains listeners' attention.</li> </ul> | <ul style="list-style-type: none"> <li>• A summary or review of key points is very evident.</li> <li>• An effective ending is used.</li> <li>• Enough appropriate information is presented to convince/persuade listeners.</li> </ul> | <ul style="list-style-type: none"> <li>• Consistently uses all of these delivery techniques:               <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Consistently uses notes appropriately (preparation).</li> </ul>   |
| <b>3</b>     | <ul style="list-style-type: none"> <li>• Topic choice is suitable to assignment and time frame.</li> <li>• Purpose statement (thesis) is appropriate and well-worded.</li> <li>• Previews main points.</li> <li>• Main points are sufficient to support thesis.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• A clear pattern of organization is usually evident.</li> <li>• Most main points are usually elaborated upon with appropriate details.</li> <li>• Most main points are well-balanced in length and importance.</li> <li>• Student usually maintains listeners' attention.</li> </ul>      | <ul style="list-style-type: none"> <li>• A summary or review of key points is evident.</li> <li>• Enough appropriate information is presented to convince/persuade listeners.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses most of these delivery techniques:               <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Usually uses notes appropriately (preparation).</li> </ul>                    |
| <b>2</b>     | <ul style="list-style-type: none"> <li>• Topic choice is generally suitable to assignment; may not fulfill time requirements.</li> <li>• Purpose statement (thesis) is weak and unclear.</li> <li>• Fails to preview all main points listed.</li> <li>• Provides few main points to support thesis.</li> </ul> | <ul style="list-style-type: none"> <li>• A pattern of organization is occasionally evident.</li> <li>• A few main points are elaborated upon with appropriate details.</li> <li>• Main points are not well-balanced in length and importance.</li> <li>• Student occasionally maintains listeners' attention.</li> </ul>          | <ul style="list-style-type: none"> <li>• A partial summary or review of key points is evident.</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses several of these delivery techniques:               <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Occasionally uses notes, but reads long passages (preparation).</li> </ul> |
| <b>1</b>     | <ul style="list-style-type: none"> <li>• Topic focuses on no more than one main point.</li> <li>• Purpose of speech and preview of main points are missing/unclear.</li> </ul>   | <ul style="list-style-type: none"> <li>• A pattern of organization is seldom/never evident.</li> <li>• No main point is elaborated upon with appropriate details.</li> <li>• Main points are not balanced in length and importance.</li> <li>• Student seldom/never maintains listeners' attention.</li> </ul>                    | <ul style="list-style-type: none"> <li>• No summary or review of key points is evident.</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses few or none of these delivery techniques:               <ul style="list-style-type: none"> <li>○ Audible volume.</li> <li>○ Age-appropriate vocabulary.</li> <li>○ Age-appropriate grammar and use of rules governing spoken English.</li> <li>○ Varied pacing (rate) of speech.</li> <li>○ Varied, pleasing tone and pitch.</li> <li>○ Gestures and body language.</li> </ul> </li> <li>• Reads notes rather than speaks (preparation).</li> </ul>               |
| <b>Score</b> |  |   |   |   |