English Interview Number Two: Oral Presentation

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_

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|  | Not Yet within Expectations | Minimally Meets Expectations | Fully Meets Expectations | Exceeds Expectations |
| THE READER AND THE TEXT | *The student offers an inadequate response to the assignment. Questions are often limiting supporting little elaboration in the responses and no clear purpose. The responses are undeveloped and/or out of character. Attempts to engage the audience are lacking. Tone may be inappropriate and structure may be illogical.* | *The student offers a narrow or superficial interpretation of the assignment. The questions are straightforward and clear. Responses contain some elaboration. Attempts to engage the audience are evident yet inconsistent. Tone is appropriate.* | *The student offers a logical interpretation of the assignment that is thoughtful and interesting. Questions are open ended and effectively posed resulting in a presentation of interesting ideas about the interviewee. Responses contain sufficient detail to delve below a surface introduction and are believable. The voice and tone are generally engaging.* | *The student offers a thorough interpretation of the assignment that is insightful and creative. Questions are open ended and creatively posed resulting in an engaging presentation of interesting ideas about the interviewee. Responses are fully developed, supported and insightful. Voice and tone engage the audience throughout.* |
| MEANING   * ask meaningful questions that support thoughtful responses | * questions lack purpose and may be confusing * brief responses lack detail and give minimal, if any, meaningful information about the interviewee * responses are not believable | * questions are straightforward and logically organized * responses are often brief and dominated by details that give only surface information about the interviewee * responses show effort to reflect the character’s personality | * questions are effective and logically organized with a clear sense of purpose * responses are effectively developed to hold interesting details about the interviewee * responses are convincing reflections of the character’s personality | * questions are open-ended and followed up with further prompts when necessary; questions are logically organized with a clear sense of purpose * responses are effectively developed to hold interesting insights about the interviewee * responses are convincing reflections of and insight into the character’s personality |
| FORM   * organization of ideas and information | * introduction is vague with no apparent purpose * concluding statement is missing or ineffective | * introduction is clear and straightforward (often formulaic) * concluding statement is straightforward and communicates completion | * introduction is effective in clearly indicating purpose * concluding statement communicates a sense of appreciation for the interviewee’s time | * introduction is effective in clearly indicating purpose and engaging the reader * concluding statement summarizes something learned and communicates appreciation |
| Oral Presentation   * organization * clarity * audience engagement * preparation and practice * use of props/costumes | * consistently speaks too quickly or too slowly * volume is too low to hear or too high to effectively communicate the intended message * frequent mumbling and/or reliance on fillers (“um”, “like”) interfere with meaning * eye contact is non-existent * body language is distracting * little preparation or practice is evident, presenters stumble and consult each other often * props/costumes are absent | * pace varies – at times effective yet with frequent speeding up or slowing down * speaker can be heard yet variations in volume are distracting * articulation is generally clear yet fillers (“um”, “like”) are distracting * attempts at eye contact are evident but inconsistent * body language may be stiff or unnatural but does not distract from meaning * presenters pause often, have to consult notes to explain points, could use more practice * props/ costumes do little to support interpretation | * pace is generally effective; may rush or drag at the beginning due to nervousness * the speaker can be heard throughout the presentation occasionally using variations in volume and emphasis to support meaning and engage audience * articulation is clear; fillers (“um, like”) are infrequent and not distracting * efforts to make eye contact are frequent * efforts at body language are evident and support communication of meaning * presenters are prepared: able to find their place quickly within their notes and continue on with little interruption in flow * props/ costumes add to interpretation | * pace remains effective throughout * volume is effective responding to both content and environment with variations in volume and emphasis consistently used to enhance meaning and engage audience * articulation is clear with rare use of fillers (“um”, “like”) * eye contact is effective, frequent and appears natural * presenters hold attention and enhance meaning with body language that appears natural * presenters are prepared and “know their stuff”:references to notes and shifts in speakers do not interrupt the flow of the presentation * props/ costumes enrich the interpretation |