

CRITIQUING A SPEECH CONTESTANT

Performance Standard 4A.F

Students are to view a video of a middle school student presenting an informational (impromptu) speech at the State Speech Contest, outline the content of the speech and answer questions on a work sheet about the speech accordingly:

- *Outlining main ideas and details:* include main ideas; provide supporting details for each main point.
- *Developing Paragraphs:* use good construction; fulfill length requirements; include key points; omit unnecessary details.
- *Critiquing speakers style:* make appropriate comments concerning 3 or more factors listed in section C of the “critique sheet” (i.e., word choice, dialect/accent, style of delivery, sentences, assumption of prior knowledge).
- *Separating verbal and non-verbal messages:* provide answers to sections D and E on the “critique sheet” (i.e., identify nonverbal messages, identify techniques used, discuss effectiveness, and identify specific evidences of bias).

Procedures

1. *In order to listen effectively in formal and informal situations (4A)*, students should experience sufficient learning opportunities to develop the following:
 - Evaluate the situation and assume appropriate listening mode.
 - Focus attention on speaker as sender of the message.
 - Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).
 - Differentiate between formal and informal purposes for listening.
 - Distinguish between nonverbal and verbal messages.
 - Differentiate between the speaker’s factual and emotional content.
 - Infer speaker’s bias and purpose.
 - Recognize personal bias and its impact on the message.
 - Separate main ideas from supporting facts and details.
 - Anticipate information that might be forthcoming from presenter.
 - Paraphrase and summarize, in both oral and written form, information in formal and informal presentations.
 - Modify, control, and block out distractions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The students should be given opportunities to critique peer speeches.
4. Critiques should focus on qualities noted in the descriptors listed above.
5. Students should have opportunities to practice writing summaries and paraphrases.
6. Each student is to critique a videotaped version of an informational (impromptu) speech delivered by a middle school student at the State Speech Contest.
7. One copy of the “Critique Sheet” is to be filled out during the viewing (note taking).
8. A final copy of the “Critique Sheet” should be prepared after the viewing and both drafts submitted to the teacher for evaluation.
9. 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

- Two copies of “Critique Sheet” for each student (one for note taking; one for submitting)
- Writing materials
- Tape of Illinois State Speech Contest (Illinois Elementary School Association, 1015 Maple Hill Road, Bloomington, IL 61704, Ph: 309/829-0114, Fax: 309/829-0625)
- Critiquing a Speech Contestant Rubric

CRITIQUING SPEECH CONTESTENT

NAME _____ DATE _____

- Exceeds 15 - 16 points
 Meets 11 - 14 points

- Approaches 7 - 10 points
 Begins 4 - 7 points

	Outline	Paragraph	Critique Sheet	
	Ideas & Details	Paragraph	Speaker's Style	Separating Verbal/ Non-Verbal Messages
4	<ul style="list-style-type: none"> • Outline contains all main ideas • Outline consistently provides appropriate supporting details for each main point 	<ul style="list-style-type: none"> • Paragraph is well-constructed, fulfills length requirements (no more than 6 sentences) and reads smoothly • All key points are included • Unnecessary details are omitted 	<ul style="list-style-type: none"> • Student makes appropriate comments concerning 3 or more factors in section C <ul style="list-style-type: none"> o Word choice o Dialect/accnt o Style of delivery o Sentences o Prior knowledge 	<ul style="list-style-type: none"> • Student consistently provides complete answers to sections D and E on the "critique sheet" <ul style="list-style-type: none"> o Identify nonverbal messages o Identify techniques used o Discuss effectiveness o Identify specific evidences of bias
3	<ul style="list-style-type: none"> • Outline contains all main ideas • Outline usually provides appropriate supporting details for most main points 	<ul style="list-style-type: none"> • Paragraph is well-constructed and meets length requirements (no more than 6 sentences) • All key points are included • No/few unnecessary details are included 	<ul style="list-style-type: none"> • Student makes appropriate comments concerning 2 factors in section C <ul style="list-style-type: none"> o Word choice o Dialect/accnt o Style of delivery o Sentences o Prior knowledge 	<ul style="list-style-type: none"> • Student provides complete answers to 3 of 4 parts in sections D and E on the "critique sheet" <ul style="list-style-type: none"> o Identify nonverbal messages o Identify techniques used o Discuss effectiveness o Identify specific evidences of bias
2	<ul style="list-style-type: none"> • Outline contains several main ideas • Outline provides some appropriate supporting details for at least one main point 	<ul style="list-style-type: none"> • Paragraph structure is apparent, but may be too long/short • Some key points are included • Many unnecessary details are included 	<ul style="list-style-type: none"> • Student makes appropriate comments concerning only one factor in section C <ul style="list-style-type: none"> o Word choice o Dialect/accnt o Style of delivery o Sentences o Prior knowledge 	<ul style="list-style-type: none"> • Student provides complete answers to 2 parts of sections D and E on the "critique sheet" <ul style="list-style-type: none"> o Identify nonverbal messages o Identify techniques used o Discuss effectiveness o Identify specific evidences of bias
1	<ul style="list-style-type: none"> • Outline contains only one (or no) main idea • No or few supporting details 	<ul style="list-style-type: none"> • Weak paragraph structure • Few/no key points • Too many details are included 	<ul style="list-style-type: none"> • Student makes appropriate comments concerning none of the factors in section C <ul style="list-style-type: none"> o Word choice o Dialect/accnt o Style of delivery o Sentences o Prior knowledge 	<ul style="list-style-type: none"> • Student provides complete answers to only one part in sections D and E on the "critique sheet" <ul style="list-style-type: none"> o Identify nonverbal messages o Identify techniques used o Discuss effectiveness o Identify specific evidences of bias
Score				

CRITIQUE SHEET

DIRECTIONS: Answer each of the following questions in a way that shows your insight into the video taped speech you just viewed.

A. Outline the main points and supportive details in the space below.

B. Write a one-paragraph summary (approximately 6 sentences) in the space below.

C. Speaker's style--

Explain how any of these factors added to or detracted from the speaker's message. Give examples where possible.

a) Word choice

b) Dialect or accent

c) Speaker's style of delivery (e.g., gestures, movement, rate of speech, facial expressions)

d) Sentences (length, clarity, etc.)

e) Did speaker assumed too much prior knowledge from the listener? Explain

D. Identify anything the speaker did to convey *nonverbal* message. What was the *nonverbal* message and how *effective* was his/her *technique*. Why?

Nonverbal—

Techniques—

Effectiveness—

E. Identify things the speaker said or did that showed that he/she was biased or prejudiced toward his/her subject.