Stage 1: Public Speaking Checklist

Name:

Date:

Source:

|  |  |
| --- | --- |
| Spoke in complete sentences. |  |
| Used clear pronunciation and proper intonation. |  |
| Feet remained flat on the floor. |  |
| Hands remained still (gently gripping podium). |  |
| Eyes up when speaking. |  |

Unit 2

Composition Checklist

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source:

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Name is on paper as directed.

❑ Title is centered.

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

|  |  |
| --- | --- |
| **Dress-Ups** (underlined) | I |
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| **Mechanics and Grammar** | I |
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**❑ Checked for BANNED WORDS:**

Unit 3

Composition Checklist

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Source:

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Name is on paper as directed.

❑ Title is centered.

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** | **II** | **III** |
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| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** |
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**❑ Checked for BANNED WORDS:**

Stage 2: Public Speaking Checklist

Name:

Date:

Source:

|  |  |
| --- | --- |
| Stood at the podium (or desk) and gave the title and speaker’s name. |  |
| Spoke in complete sentences. |  |
| Used clear pronunciation and proper intonation. |  |
| Used planned gestures when speaking. |  |
| Eyes up when speaking. |  |

Unit 4

Composition Checklist

Name: Date:

Source:

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Sentence openers are numbered in margin or in brackets in front of sentence.

❑ Name is on paper as directed.

❑ Title is centered.

❑ Topic and clincher sentences repeat or reflect 2–3 key words (highlighted or **bold**).

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** |
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| **Mechanics and Grammar** (correct usage) | **I** |
| topic/clincher |  |
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Banned Words:

Unit 5

Composition Checklist

Name: Date:

Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Sentence openers are numbered in margin or in brackets in front of sentence.

❑ Topic and clincher sentences repeat or reflect 2–3 key words (highlighted or **bold**).

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** | **II** | **III** |
| -ly adverb |  |  |  |
| Who-which clause |  |  |  |
| Strong verb |  |  |  |
| www.asia.b clause |  |  |  |
| Quality adjective |  |  |  |

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| --- | --- | --- | --- |
| **Sentence Openers** (marked in margin or use brackets) | **I** | **II** | **III** |
| 1. Subject |  |  |  |
| 2. Prepositional |  |  |  |
| 3. -ly adverb |  |  |  |
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| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** |
| topic/clincher |  |  |  |
| past-perfect tense |  |  |  |
| quotes for conversation, if used |  |  |  |
|  |  |  |  |

Banned Words:

Unit 6

Composition Checklist

Name: Date:

Source:

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Sentence openers are numbered in margin or in brackets in front of sentence.

❑ Topic and clincher sentences repeat or reflect two to three key words (highlighted or **bold**).

❑ Bibliography properly formatted.

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** | **II** | **(III)** |
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| **Sentence Openers** (marked in margin or use brackets) | **I** | **II** | **(III)** |
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| **Mechanics and Grammar** (correct usage) | **I** | **II** | **(III)** |
| topic/clincher |  |  |  |
| Bibliography page |  |  |  |
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Banned Words:

Unit 7 Body Paragraphs

Composition Checklist

Name: Date:

Prompt: Write one or two paragraphs about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 Composition is double-spaced.

 Dress-ups are marked with an underline (one of each).

 Sentence openers are numbered in the margin.

 Title is centered, and name is on paper.

 Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | I | (II) |
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| **Sentence Openers** (numbered in margin) | I | (II) |
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| **Mechanics and Grammar** (correct usage) | I | (II) |
| topic/clincher |  |  |
|  |  |  |
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**❑ Checked for BANNED WORDS:**

Unit 7 Five Paragraph Essay

Composition Checklist

Name: Date:

Source: Your Brain

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Sentence openers are numbered in margin or in brackets in front of sentence.

❑ Decorations are marked with “dec” in margin or in *italics.*

❑ Introduction includes attention getter.

❑ Introduction presents topics.

❑ Topic and clincher sentences (body paragraphs only) repeat or reflect 2–3 key words

(highlighted or **bold**).

❑ Conclusion restates topics.

❑ Conclusion indicates which is most important and why.

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** | **II** | **III** | **IV** | **V** |
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| **Sentence Openers** (marked in margin or [brackets]) | **I** | **II** | **III** | **IV** | **V** |
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| **Decorations:** | **I** | **II** | **III** | **IV** | **V** |
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| --- | --- | --- | --- | --- | --- |
| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** | **IV** | **V** |
| topic/clincher in body paragraphs only |  |  |  |  |  |
|  |  |  |  |  |  |

Banned Words:

Unit 8 Basic Essay

Composition Checklist

Name: Date:

Subject:

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups, openers, and decorations are indicated as described below.

❑ Title repeats key words of final sentence.

❑ Introduction includes attention getter.

❑ Introduction presents topics.

❑ Topic and clincher sentences repeat or reflect 2–3 key words (highlighted or **bold**).

❑ **All four** kinds of quotes included in the essay (per essay, not per paragraph):

* Informational
* Paraphrase (no quote marks)
* Integrated (use quote marks, less than three lines)
* Inset (three or more lines, no quote marks)

❑ Quotes include lead-in.

❑ Conclusion restates topics.

❑ Conclusion indicates which is most important and why.

❑ Works Cited page is properly formatted.

❑ Checklist on top, final draft, rough draft, key word outline.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dress-Ups** (underlined) | **I** | **II** | **III** | **IV** | **V** |
| who/which clause (or invisible) |  |  |  |  |  |
| strong verb (duals) |  |  |  |  |  |
| “-ly” adverb (duals) |  |  |  |  |  |
| quality adjective (duals) |  |  |  |  |  |
| www.asia.b clause |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Sentence Openers** (marked in margin or use brackets) | **I** | **II** | **III** | **IV** | **V** |
| ➊ subject |  |  |  |  |  |
| ➋ prepositional |  |  |  |  |  |
| ➌ “-ly” adverb |  |  |  |  |  |
| ➍ “-ing” , |  |  |  |  |  |
| ➎ clausal , |  |  |  |  |  |
| ➏ V.S.S. |  |  |  |  |  |

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| **Decorations** (different one each ¶; “dec.” in margin) | **I** | **II** | **III** | **IV** | **V** |
| question, 3 S.S.S., conversation, quote, dramatic opening/closing, simile/metaphor, alliteration |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** | **IV** | **V** |
| topic/clincher in body paragraphs only |  |  |  |  |  |
| correct use of duals if attempted |  |  |  |  |  |
| Facts are properly cited. |  |  |  |  |  |

Banned Words:

Unit 8 Expanded Essay

Composition Checklist

Name: Date:

Write a seven-paragraph essay about an event.

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups, openers, and decorations indicated as described below.

❑ Title repeats key words of final sentence.

❑ Introduction includes attention getter.

❑ Introduction presents topics.

❑ Topic and clincher sentences repeat or reflect 2–3 key words (highlighted or **bold**).

❑ Used clincher starters appropriately.

❑ **All four** kinds of quotes included in the essay (per essay, not per paragraph):

* Informational
* Paraphrase (no quote marks)
* Integrated (use quote marks, less than three lines)
* Inset (three or more lines, no quote marks)

❑ Quotes include lead-in.

❑ Conclusion restates topics.

❑ Conclusion indicates which is most important and why.

❑ Works Cited page properly formatted.

❑ Checklist on top, final draft, rough draft, key word outline.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Dress-Ups** (underlined) | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** |
| who/which clause (or invisible) |  |  |  |  |  |  |  |
| strong verb (duals) |  |  |  |  |  |  |  |
| “-ly” adverb (duals) |  |  |  |  |  |  |  |
| quality adjective (duals) |  |  |  |  |  |  |  |
| www.asia.b clause |  |  |  |  |  |  |  |

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| **Sentence Openers** (marked in margin or use brackets) | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** |
| ➊ subject |  |  |  |  |  |  |  |
| ➋ prepositional |  |  |  |  |  |  |  |
| ➌ “-ly” adverb |  |  |  |  |  |  |  |
| ➍ “-ing” , |  |  |  |  |  |  |  |
| ➎ clausal , |  |  |  |  |  |  |  |
| ➏ V.S.S. |  |  |  |  |  |  |  |

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| **Decorations** (different one each ¶; “dec.” in margin) | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** |
| question, 3 S.S.S., conversation, quote, dramatic opening/closing, simile/metaphor, alliteration |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** | **IV** | **V** | **VI** | **VII** |
| Facts are properly cited. |  |  |  |  |  |  |  |
| Triples are parallel (different one each ¶; “trip.” in margin). |  |  |  |  |  |  |  |
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Banned Words:

Unit 8: Persuasive Essay

Composition Checklist

Name: Date:

Write a five-paragraph persuasive essay.

|  |  |
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| ❑ Name is on paper as directed.  ❑ Title is centered.  ❑ Composition is double-spaced.  ❑ Dress-ups are marked with underline.  ❑ Sentence openers are numbered in margin or in brackets in front of sentence.  ❑ Decoration are marked with “dec” in margin or in *italics.*  ❑ Topic and clincher sentences repeat or reflect 2–3 key words (highlighted or **bold**).  ❑ Checklist on top, final draft, rough draft, key word outline. | ❑ Introduction includes attention getter.  ❑ Introduction makes question clear.  ❑ Uses at least one clincher starter (see list).  ❑ Title repeats key words of final sentence of conclusion.  ❑ Conclusion discredits con/reaffirms pro.  Includes quotations (one each per essay):  ❑ Inset ❑ Integrated  ❑ Paraphrased ❑ Informational  ❑ Includes Works Cited. |

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| **Dress-Ups** (underlined) | **I** | **II** | **III** | **IV** | **V** |
| who/which clause (or invisible) |  |  |  |  |  |
| strong verb (duals) |  |  |  |  |  |
| “-ly” adverb (duals) |  |  |  |  |  |
| quality adjective (duals) |  |  |  |  |  |
| www.asia.b clause |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Sentence Openers** (marked in margin or use brackets) | **I** | **II** | **III** | **IV** | **V** |
| ➊ subject |  |  |  |  |  |
| ➋ prepositional |  |  |  |  |  |
| ➌ “-ly” adverb |  |  |  |  |  |
| ➍ “-ing” , |  |  |  |  |  |
| ➎ clausal , |  |  |  |  |  |
| ➏ V.S.S. |  |  |  |  |  |

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| **Decorations** (different one each ¶; “dec.” in margin) | **I** | **II** | **III** | **IV** | **V** |
| question, 3 S.S.S., conversation, quote, dramatic opening/closing, simile/metaphor, alliteration, triple |  |  |  |  |  |

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| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** | **IV** | **V** |
| topic/clincher in body paragraphs only |  |  |  |  |  |
| correct use of duals, if attempted |  |  |  |  |  |
|  |  |  |  |  |  |

Banned Words:

Super Essay Composition Checklist (Page 1)

**Name:**

**General**

❑ Title (centered) repeats key words from last paragraph.

❑ Font/spacing: Times or similar, double spacing, 1” margins

❑ Checklist on top, final draft, rough draft, key word outline

**Super Introduction**

❑ Attention getter

❑ Gives background information (time, place) on subject

❑ States two themes for discussion (essays)

❑ States a question or thesis (goal of the paper)

❑ Does not contain any quotations as footnotes, but may include an informational footnote

❑ Follows dress-up, openers, and dec/trip rules

**Super Conclusion**

❑ Restates two themes of discussion (essays)

❑ States most significant thing and why

❑ Addresses question or thesis (from Super Intro)

❑ Does not contain any quotations as footnotes, however may contain a quote used as a decoration

❑ Follows dress-up, openers, and dec/trip rules

**Works Cited Page** — includes references consulted but not cited

Items formatted properly, MLA style

Items listed alphabetically by author

**Miscellaneous**

❑ Avoid word repeat (except triples).

❑ Paragraphs should be of approximately equal length (+/- 3 lines).

❑ Paragraph clinchers should use a variety of “clincher starters.” (See list below.)

❑ Avoid contractions (didn’t, couldn’t, weren’t, etc.) except in quotations.

❑ Never use the words “This essay” or “this paper.”

❑ Never use the first person “I” or “we” (unless in a cited quotation).

❑ Never use the second person “you” (unless in a quotation).

❑ Correct punctuation used before the quote. (See Student Handout 9.6.)

❑ Be sure to have at least two lines of paragraph after an inset quotation.

❑ Spell out numbers that can be written in one or two words. Use figures in a mixed list.

|  |  |  |
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| **Clincher Starters** | | |
| **Category A**  Thus  Therefore  Hence | **Category B**  Consequently  Clearly  Arguably | **Category C**  As a result  As a consequence |
| **Category D**  It becomes clear that …  Without a doubt … | **Category E**  It might be argued that … | **Category F**  However  Nevertheless  Nonetheless |

(continued)

Super Essay Composition Checklist (Page 2)

Name:

**Mechanics and Style**

|  |  |  |
| --- | --- | --- |
| **Essay One and Two Sub-Introductions** | **Essay 1** | **Essay 2** |
| Subtitled (reflects sub-conclusion) |  |  |
| Gives background information on theme of essay |  |  |
| Does not contain any quotations, but may include an informational footnote |  |  |
| States topics of sub-essay (bold) |  |  |

|  |  |  |
| --- | --- | --- |
| **Essay One and Two Sub-Conclusions** | **Essay 1** | **Essay 2** |
| Restates theme of essay |  |  |
| Restates topics of essay (bold) |  |  |
| States most significant thing and why |  |  |

|  |  |  |
| --- | --- | --- |
| **Quotations and Footnotes** (one of each per essay) | **Essay 1** | **Essay 2** |
| Integrated, **“ ”** (< 3 lines) with citation |  |  |
| Inset: (three lines or more - no **“ ”** ) with citation |  |  |
| Informational (five lines maximum) |  |  |
| Paraphrase with citation |  |  |
| Variety of lead-ins for quotations (see list) |  |  |

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| **Dress-Ups** (underlined) | **E1**  **I** | **E1**  **II** | **E1**  **III** | **E1**  **IV** | **E1**  **V** | **E1**  **(VI)** | **E1**  **V** | **E2**  **I** | **E2**  **II** | **E2**  **III** | **E2**  **IV** | **E2**  **V** | **E2**  **(VI)** |
| who/which (invisible) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| strong verb (duals) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| -ly adverb (duals) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| quality adjective (duals) |  |  |  |  |  |  |  |  |  |  |  |  |  |
| www.asia.b clause |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Sentence Openers**  (marked in margin or with brackets) | **E1**  **I** | **E1**  **II** | **E1**  **III** | **E1**  **IV** | **E1**  **V** | **E1**  **(VI)** | **E1**  **V** | **E2**  **I** | **E2**  **II** | **E2**  **III** | **E2**  **IV** | **E2**  **V** | **E2**  **(VI)** |
| ➊ subject |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ➋ prepositional |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ➌ -ly adverb |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ➍ “-ing” , |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ➎ clausal , |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ➏ V.S.S. |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Decorations** (marked in margin)  (different one each ¶)  question, 3 S.S.S., conversation, quote, dramatic opening/closing, simile/metaphor, alliteration | **E1**  **I** | **E1**  **II** | **E1**  **III** | **E1**  **IV** | **E1**  **V** | **E1**  **(VI)** | **E1**  **V** | **E2**  **I** | **E2**  **II** | **E2**  **III** | **E2**  **IV** | **E2**  **V** | **E2**  **(VI)** |
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**STUDENT SPEAKER EVALUATION**

Listen attentively to the speeches, and evaluate your fellow students as they give their speech. Be specific with your comments. Include what you like as well as one or two things that could be improved.

|  |  |
| --- | --- |
| **Speaker Name**  **Speech**  **Date**  **Poise**: How confident or relaxed does the speaker seem? Does the speaker move and use gestures appropriately? How is his posture?        **Locution**: Did the speaker pronounce things clearly? Are there points of emphasis? Is the tone and volume adequate? | **Eye contact**: Did the speaker look up from his notes? Did he/she look at you? Did he seem to look at the whole room or just one place?        **Content**: Was the speaker prepared? Was there a good opening and closing? Did the speech follow the writing model (narrative, essay)? Did the topics seem appropriate to the speech?        **Other Comments:** |

**STUDENT SPEAKER EVALUATION**

Listen attentively to the speeches and evaluate your fellow students as they give their speech. Be specific with your comments. Include what you like as well as one or two things that could be improved.

|  |  |
| --- | --- |
| **Speaker Name**  **Speech**  **Date**  **Poise**: How confident or relaxed does the speaker seem? Does the speaker move and use gestures appropriately? How is his posture?        **Locution**: Did the speaker pronounce things clearly? Are there points of emphasis? Is the tone and volume adequate? | **Eye contact**: Did the speaker look up from his notes? Did he/she look at you? Did he seem to look at the whole room or just one place?        **Content**: Was the speaker prepared? Was there a good opening and closing? Did the speech follow the writing model (narrative, essay)? Did the topics seem appropriate to the speech?        **Other Comments:** |

**Speaker Evaluation** **(Teacher)**

Student Name: Date:

Subject of Speech:

**Speech Element Score Comments**

**Apparent Preparedness**

Student has an outline 10

Practice is apparent 10

**Content**

Effective opening 6

Appropriate topics, Organization, Engaging 7

Strong, clear concluding statement 7

**Delivery**

**1. Poise or body language**

Confidence / Relaxedness 6

Movement / Gestures 7

Posture 7

**2. Locution**

Pronunciation 6

Emphasis / Phrasing 7

Tone / Volume 7

1. **Eye Contact**

Confidence with content 6

Eyes not on paper 7

Try to connect with many in the audience\* 7

*\*Extremely nervous trainees may look over the heads of the audience*

*but should vary their gaze from one part of the room to another.*

Total Points \_\_\_\_\_\_\_\_\_ 100

Additional Comments:

Unit 9: Formal Critique

Composition Checklist

Name: Date:

Assignment:

❑ Name is on paper as directed.

❑ Title is centered.

❑ Composition is double-spaced.

❑ Dress-ups are marked with underline.

❑ Sentence openers are numbered in margin or in brackets in front of sentence.

❑ Decorations are marked with “dec” in margin or in italics.

❑ Introduction includes attention getter.

❑ Introduction presents topics.

❑ Topic and clincher sentences (body paragraphs only) repeat or reflect 2–3 key words (highlighted or **bold**).

❑ Conclusion restates topics.

❑ Conclusion indicates which is most important and why.

❑ Title repeats key words of final sentence.

❑ Checklist on top, final draft, rough draft, key word outline.

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| **Dress-Ups** (underlined) | **I** | **II** | **III** | **IV** | **V** |
| who/which clause (or invisible) |  |  |  |  |  |
| strong verb (duals) |  |  |  |  |  |
| “-ly” adverb |  |  |  |  |  |
| quality adjective (duals) |  |  |  |  |  |
| www.asia.b clause |  |  |  |  |  |
| noun clause using *that* (advanced) |  |  |  |  |  |

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| **Sentence Openers** (marked in margin or [brackets]) | **I** | **II** | **III** | **IV** | **V** |
| ➊ subject |  |  |  |  |  |
| ➋ prepositional |  |  |  |  |  |
| ➌ -ly adverb |  |  |  |  |  |
| ➍ “-ing” , (“-ed” or invisible) |  |  |  |  |  |
| ➎ clausal , |  |  |  |  |  |
| ➏ V.S.S. |  |  |  |  |  |

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| **Decorations** (different one each ¶; “dec.” in margin or *italics*) | **I** | **II** | **III** | **IV** | **V** |
| question, quote, conversation, 3 S.S.S., dramatic opening/closing, simile/metaphor, alliteration |  |  |  |  |  |

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| **Mechanics and Grammar** (correct usage) | **I** | **II** | **III** | **IV** | **V** |
| topic/clincher in body paragraphs only |  |  |  |  |  |
|  |  |  |  |  |  |

Banned Words: