

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.	

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

Mechanics and Grammar	I

☐ Checked for **BANNED WORDS:**

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	II	III

Mechanics and Grammar (correct usage)	I	II	III

☐ 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.	

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.

Dress-Ups (underlined)	I

Mechanics and Grammar (correct usage)	I
topic/clincher	

Banned Words:

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.

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

Sentence Openers (marked in margin or use brackets)	I	II	III
1. Subject			
2. Prepositional			
3. -ly adverb			
4. -ing opener			

Mechanics and Grammar (correct usage)	I	II	III
topic/clincher			
past-perfect tense			
quotes for conversation, if used			

Banned Words:

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.

Dress-Ups (underlined)	I	II	(III)

Sentence Openers (marked in margin or use brackets)	I	II	(III)

Mechanics and Grammar (correct usage)	I	II	(III)
topic/clincher			
Bibliography page			

Banned Words:

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.

Dress-Ups (underlined)	I	(II)

Sentence Openers (numbered in margin)	I	(II)

Mechanics and Grammar (correct usage)	I	(II)
topic/clincher		

☐ 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.

Dress-Ups (underlined)	I	II	III	IV	V

Sentence Openers (marked in margin or [brackets])	I	II	III	IV	V

Decorations:	I	II	III	IV	V

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

Banned Words:

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					

Sentence Openers (marked in margin or use brackets)	I	II	III	IV	V
❶ subject					
❷ prepositional					
❸ “-ly” adverb					
❹ “-ing” ,					
❺ clausal ,					
❻ V.S.S.					

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					

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:

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							

Sentence Openers (marked in margin or use brackets)	I	II	III	IV	V	VI	VII
① subject							
② prepositional							
③ “-ly” adverb							
④ “-ing” ,							
⑤ clausal ,							
⑥ V.S.S.							

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							

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).							

Banned Words:

Name: _____ Date: _____

Write a five-paragraph persuasive essay.

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

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					

Sentence Openers (marked in margin or use brackets)	I	II	III	IV	V
① subject					
② prepositional					
③ “-ly” adverb					
④ “-ing” ,					
⑤ clausal ,					
⑥ V.S.S.					

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					

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

Banned Words:

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.

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)

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)		

[illegible][illegible]

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

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: _____ _____ _____
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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: _____ _____ _____
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Speaker Evaluation (Teacher)

Student Name: _____ Date: _____

Subject of Speech: _____

Speech Element	Score	Comments
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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

3. 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:

Name: _____ Date: _____

Assignment:

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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 <i>that</i> (advanced)					

Sentence Openers (marked in margin or [brackets])	I	II	III	IV	V
❶ subject					
❷ prepositional					
❸ -ly adverb					
❹ “-ing” , (“-ed” or invisible)					
❺ clausal ,					
❻ V.S.S.					

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

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

Banned Words: