| Name Hour A   | ARGUMENTATIVE SPEECH GRADE |
|---|----------------------------|
| Your speech time should have been be 2 ½ -3 ½ min. It waslong.                                    | 15                         |
| Argumentative Speech Presentation Skill Grade<br>(based on peer grading subric for speech skills) | 40                         |
| Argumentative Speech Written Quality Grade (from Argumentative Speech Written Quality Rubric)     | 120                        |
| TOTAL GRADE FOR ARGUMENTATIVE SPEECH  | 175                        |

|                                   |   | Argumentative Speech Writ  | ten Quality Rubric   |  |  |
|-----------------------------------|---|--|--|--|--|
| TOPIC                             |   |  |  |  |  |
|                                   | 10 points   | 8 points   | 6 points   | 0 points   |  |
| Into                              | I grabbed the attention<br>of the audience with<br>my introduction and<br>led them into my<br>claim.                                  | I tried to grab the<br>audience's attention and<br>lead them into my claim,<br>but wasn't very<br>successful.                  | I used one of the forbidden<br>introductions (i.e. "My topic<br>is", "don't you hate it when",<br>"have you ever", or<br>something equally icky. | No introduction.   |  |
| 9                                 | I made my claim clear.  | I tried to state my claim<br>clearly but it was<br>confusing.  | I didn't state my claim clearly.   | No claim.  |  |
| Sub-djein 1<br>(badgrund)rablens) | I clearly stated my 1st<br>sub-claim. It supports<br>my claim.  | My sub-claim was<br>somewhat clear. My<br>sub-claim somewhat<br>supports my claim.   | I did not clearly state my sub-<br>claim. It does not clearly<br>support my claim.   | My sub-claim<br>is missing or<br>doesn't<br>support the<br>claim.    |  |
| Evidence                          | My evidence strongly<br>supports my sub-claim<br>and comes from<br>reliable, credited<br>sources. I use facts<br>rather than opinion. | My evidence supports<br>my sub-claim and<br>comes from reliable,<br>credited sources. I use<br>opinions more than I<br>should. | My evidence weakly supports<br>my sub-claim and/or comes<br>from questionable or un-<br>credited sources. I use<br>opinions too much.            | My evidence<br>does not<br>support my<br>sub-claim or is<br>missing. |  |
| Sub-disin?<br>(harma)             | I clearly stated my 2nd<br>sub-claim. It supports<br>my claim.  | My sub-claim was<br>somewhat clear. My<br>sub-claim somewhat<br>supports my claim.   | I did not clearly state my sub-<br>claim. It does not clearly<br>support my claim.   | My sub-claim<br>is missing or<br>doesn't<br>support my<br>claim.     |  |
| Erdana                            | My evidence strongly<br>supports my sub-claim<br>and comes from<br>reliable, credited<br>sources. I use facts<br>rather than opinion. | My evidence supports<br>my sub-claim and<br>comes from reliable<br>sources. I use opinions<br>more than I should.              | My evidence weakly supports<br>my sub-claim and/or comes<br>from questionable sources. I<br>use opinions too much.                               | My evidence<br>does not<br>support my<br>sub-claim or is<br>missing. |  |

# **Common Core Speech Argumentative Speech Rubric**

Xiaolong Qi

## **Common Core Speech Argumentative Speech Rubric:**

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels

The Routledge Handbook of Public Speaking Research and Theory Stevie M. Munz, Tim McKenna-Buchanan, Anna M. Wright, 2024-04-18 Providing a comprehensive survey of the empirical research theory and history of public speaking this handbook fills a crucial gap in public speaking pedagogy resources and provides a foundation for future research and pedagogical development Bringing together contributions from both up and coming and senior scholars in the field this book offers a thorough examination of public speaking guided by research across six key themes the history of public speaking the foundations of public speaking issues of diversity equity and inclusion considerations of public speaking across contexts assessment of public speaking and the future of public speaking in the twenty first century. The evidence based chapters engage with a broad discussion of public speaking through a variety of viewpoints to demonstrate how subtopics are connected and fraught with complexity Contributors explore public speaking in education business and professional settings and political contexts and outline how skills learned through public speaking are applicable to interpersonal small group and business interactions Reinforcing the relevance importance and significance of public speaking in individual interpersonal social and cultural communication contexts this accessibly written handbook will be an indispensable resource for public speaking instructors and program administrators It will also be valuable reading for Communication Pedagogy and Introduction to Graduate Studies courses Language Power Margo Gottlieb, Mariana Castro, 2017-03-14 Here at last is every K 8 teacher's playbook on the critical role academic language plays in content learning and student achievement What exactly is so different Margo Gottlieb and Mariana Castro distill the complexities of language learning into four key uses through which students can probe the interplay between language and content then demonstrate their knowledge and understanding It's as straight forward as that The Assessment of Emergent Bilinguals Kate Mahoney, 2017-02-20 A practical guide to testing for teachers of English Language Learners This textbook is a comprehensive introduction to the

assessment of students in K 12 schools who use two or more languages in their daily life English Language Learners ELLs or Emergent Bilinguals The book includes a thorough examination of the policy history and assessment measurement issues that educators should understand in order to best advocate for their students. The author presents a decision making framework called PUMI Purpose Use Method Instrument that practitioners can use to better inform assessment decisions for bilingual children The book will be an invaluable resource in teacher preparation programs but will also help policy makers and educators make better decisions to support their students Bridge to Reading Zone Teacher's Resource Guide ,2013-03-01 Perfect for small group instruction geared toward Response to Intervention BTR Zone Bridge to Reading motivates reluctant and struggling readers with high interest nonfiction focused on science adventure biography history and sports With scaffolds such as on page definitions photographs illustrations captions subheads and informational graphics BTR Zone books provide practice with the text features so important to understanding informational text A teaching plan steeped in Common Core State Standards for Literacy provides instruction for vocabulary fluency comprehension and authentic writing truly providing a bridge for students to become more strategic readers English Language Arts, Grade 11 Module 2 PCG Education, 2015-12-18 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career's instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness

for all students providing state of the art curriculum and state of the art implementation Student-involved Classroom Assessment Richard J. Stiggins, 2001 For courses in Classroom Assessment Test and Measurement and training of teachers This core text for courses in classroom assessment is the leading text for courses where the focus is squarely on teaching teachers and preservice teachers how to assess students in their day to day classrooms It takes a stronger focus than any other book on integrating assessment and instruction And it provides very clear guidance on how to construct all types of items and tests but also explains better than any other text what each type of item can and cannot assess Resources in Education ,1984 The Supreme Court Review 1982 Philip B. Kurland, 1983-03 This book **Times** ,1900 contains Supreme Court cases from the year 1982 Cases and Materials on Mass Media Harvard Law Review ,2013 Law Marc A. Franklin, David A. Anderson, 1990 The Yale Law Journal ,1982 **Alberta Journal of Educational** Research ,1996 Commonweal .1965 **Proceedings of the Sixth International Kant Congress** Gerhard Funke, Thomas M. Seebohm, 1989-10-26 The proceedings of the Sixth International Kant Congress are published in three volumes which contain almost 100 essays on the prehistory of Kant's philosophy the transcendental analytic and dialectic Kant's practical philosophy his anthropology and his theories of art and science Representing a cross section of international North and South American European Russian and Asian perspectives on Kant and his work the authors of the essays included in this volume of proceedings offer a survey of the latest achievements in Kant research Contents Transcendental Dialectic and Transcendental Doctrine of Method Philosophy of Science and Mathematics Critique of Practical Reason Metaphysics of Morality and Law Aesthetics Theology nthropology History and Religion Co published with the Center for Advanced Research Daily Labor Report .1991 in Phenomenology Archaeologia Cantiana ,1933 The New Yorker Harold Wallace Ross, William Shawn, Tina Brown, David Remnick, Katharine Sergeant Angell White, Rea Irvin, Roger Angell, 1993 Current *Index to Journals in Education* ,1999-10

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