1. Video #1: Watch the video and highlight the area where you feel that the speaker performed on the rubric. Then write a paragraph explaining why they got this and what they could do better.
https://www.ted.com/talks/ashton_cofer_a_young_inventor_s_plan_to_recycle_styrofoam/transcript

		Mastery	Proficient	Developing	Incomplete
P E R F O R M A N C E	**Poise** ● SL.4	● Calm and confident. ● No distracting behaviors (no shuffling, fidgeting, wiggling).	● Mostly calm and confident. ● 1-2 distracting behaviors do not diminish overall performance.	● Student is somewhat nervous / uncomfortable. ● Some distracting behaviors.	● Student is nervous/uncomfortable. ● Many repeated, distracting behaviors greatly detract.
	Voice ● SL.4 ● W.1d	● Voice is perfect for the room. ● Every word clear, distinct, and appropriate for the subject.	● Voice is adequate for the room. ● A few words blurred/indistinct; mostly appropriate language.	● Voice is a bit too soft/too loud. ● Several words/phrases indistinct; fillers & informal words present.	● Audience has a hard time hearing. ● Many words are unclear; fillers & informality detract from speech.
	Life ● SL.4	● Great expression ● Many emotions expressed	● Good expression ● Some emotions evident in parts	● Some attempt at expression ● Some attempt at adding emotion	● No expression ● No attempt to add feeling to voice
	Eye Contact ● SL.4	● Looks at each audience member ● Eye contact continuous	● Looked at most of audience ● Eye contact for most of speech	● Looked at some of audience ● Looked at notes too much	● Script-bound ● Rarely looked at the audience

Explanation Here:

2. Video #2: Watch the video and highlight the area where you feel that the speaker performed on the rubric. Then write a paragraph explaining why they got this and what they could do better.

		Mastery	Proficient	Developing	Incomplete
P E R F O R M A N C E	**Poise** ● SL.4	● Calm and confident. ● No distracting behaviors (no shuffling, fidgeting, wiggling).	● Mostly calm and confident. ● 1-2 distracting behaviors do not diminish overall performance.	● Student is somewhat nervous / uncomfortable. ● Some distracting behaviors.	● Student is nervous/uncomfortable. ● Many repeated, distracting behaviors greatly detract.
	Voice ● SL.4 ● W.1d	● Voice is perfect for the room. ● Every word clear, distinct, and appropriate for the subject.	● Voice is adequate for the room. ● A few words blurred/indistinct; mostly appropriate language.	● Voice is a bit too soft/too loud. ● Several words/phrases indistinct; fillers & informal words present.	● Audience has a hard time hearing. ● Many words are unclear; fillers & informality detract from speech.
	Life ● SL.4	● Great expression ● Many emotions expressed	● Good expression ● Some emotions evident in parts	● Some attempt at expression ● Some attempt at adding emotion	● No expression ● No attempt to add feeling to voice
	Eye Contact ● SL.4	● Looks at each audience member ● Eye contact continuous	● Looked at most of audience ● Eye contact for most of speech	● Looked at some of audience ● Looked at notes too much	● Script-bound ● Rarely looked at the audience

Explanation Here:

3. Video #3: Watch the video and highlight the area where you feel that the speaker performed on the rubric. Then write a paragraph explaining why they got this and what they could do better.
4.
https://www.ted.com/talks/wendy_troxel_why_school_should_start_later_for_teens/transcript--

		Mastery	Proficient	Developing	Incomplete
P E R F O R M A N C E	**Poise** ● SL.4	● Calm and confident. ● No distracting behaviors (no shuffling, fidgeting, wiggling).	● Mostly calm and confident. ● 1-2 distracting behaviors do not diminish overall performance.	● Student is somewhat nervous / uncomfortable. ● Some distracting behaviors.	● Student is nervous/uncomfortable. ● Many repeated, distracting behaviors greatly detract.
	Voice ● SL.4 ● W.1d	● Voice is perfect for the room. ● Every word clear, distinct, and appropriate for the subject.	● Voice is adequate for the room. ● A few words blurred/indistinct; mostly appropriate language.	● Voice is a bit too soft/too loud. ● Several words/phrases indistinct; fillers & informal words present.	● Audience has a hard time hearing. ● Many words are unclear; fillers & informality detract from speech.
	Life ● SL.4	● Great expression ● Many emotions expressed	● Good expression ● Some emotions evident in parts	● Some attempt at expression ● Some attempt at adding emotion	● No expression ● No attempt to add feeling to voice
	Eye Contact ● SL.4	● Looks at each audience member ● Eye contact continuous	● Looked at most of audience ● Eye contact for most of speech	● Looked at some of audience ● Looked at notes too much	● Script-bound ● Rarely looked at the audience

Explanation Here: