

Tool 14: Three-Minute Talk Performance Criteria

Providing a rubric at the beginning of instruction informs students about the final expectations for the learning. (What exactly are we going to be held accountable for knowing and doing?) A simple differentiation tactic for the 3-minute talk would involve two or three graphic organizers tailored for the essential knowledge, application, and complex-thinking layers of learning.

ESSENTIAL KNOWLEDGE	APPLICATION	COMPLEX THINKING
Main ideas are accurately presented.	Main ideas are accurately presented with speaker's own ideas, inferences, or conclusions based on the content.	Main ideas are accurately presented and merged with speaker's own ideas, judgment, or conclusions based on the content.
Supporting details explain the main ideas in logical and sequential form.	Supporting details explain and clarify the main ideas in logical and sequential form.	Supporting details explain, clarify, and elaborate on the main ideas in logical and sequential form.
There is a clear introduction, an organized body with at least two main ideas, and a clear closure.	There is a clear introduction, an organized body with at least three main ideas, and a clear closure.	There is a creative and clear introduction, an organized and articulate body with at least three main ideas, and a clear closure.
The vocabulary is appropriate to both the content and the audience.	The vocabulary is appropriate to both the content and the audience. Speaker takes time to explain content-specific terms.	The vocabulary is appropriate to both the content and the audience. Speaker appropriately uses and explains content-specific terms.
Student-created visuals such as pictures, diagrams, computer-generated products, videos, and other tools are used appropriately to support the presentation.	Student-created visuals such as pictures, diagrams, computer-generated products, videos, and other tools are used effectively to support the presentation.	Speaker devises techniques to engage the audience and hold their interest. Student-created visuals such as pictures, diagrams, computer-generated products, videos, and other tools are used effectively to support the presentation.
Voice quality (pitch, rate, volume) is minimally sufficient.	Voice quality (pitch, rate, volume) is adequate.	Voice quality (pitch, rate, volume) is proficient.
Speaker uses eye contact and gestures appropriately.	Speaker uses eye contact and gestures appropriately.	Speaker uses eye contact and gestures appropriately.
Speaker interacts with audience and answers questions.	Speaker interacts with audience and answers questions with insightful responses.	Speaker interacts with audience and answers questions with insightful responses.