

For the Teacher

In Conclusion: A Research and Informative Speech Project

IN CONCLUSION FOR THE TEACHER

A Research and Informative Speech Project



2002

*Winner of Archivist of the United States
Achievement Award for Outstanding Contribution
to the National Archives*



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EISENHOWER
LIBRARY & FOUNDATION

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Kim Barbieri, Eisenhower Library Education Specialist

Mitzi Bankes Gose, Abilene High School English Teacher

Jim Leyerzaph, Eisenhower Library Archivist

Sondy Knitter, Abilene High School English Teacher

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Ashley Hoskins, Abilene High School English Teacher

Kevin Bailey, Eisenhower Library Archivist

This iteration was created in 2019. All materials may be copied and used by classroom teachers.

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OVERVIEW OF PROJECT

Introduction

In Conclusion is a project focused on historical research, critical thinking, and effective presentation skills. It enhances standards-based curriculum and offers students expertise which can boost performance across multiple subjects. Students are given the opportunity to do archival research with the primary sources of the Eisenhower Presidential Library and Museum.

While this large research project may seem daunting at first, *In Conclusion* breaks it down into smaller, manageable tasks for students to complete along a set timeline. Students are guided through the opportunity to produce a project in which they will feel great pride and to gain academic skills they will often utilize in a variety of other areas in their lives.

Grade Level

In Conclusion was created to be used in a 10th grade English classroom, however, it can easily be used within any level of high school English and/or American History classrooms.

Time Required

As presented in this publication, this project requires nine weeks of 90 minute classes. However, if the English and History classes should collaborate, that time line might be shortened.

Objectives

Students who actively participate in this project will learn:

- to conduct secondary research using the internet and books
- to apply the basics of website evaluation
- to conduct primary research using documents from The Eisenhower Presidential Library
- to create and implement a supported thesis, outline organization skills, and a bibliography of correctly cited sources

- to create and utilize effective visual aids to complement their speech
- to deliver an extemporaneous, informational speech at a successful level according to this project's speech rubric

Standards

[CCSS.ELA-LITERACY.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

[CCSS.ELA-LITERACY.RI.9-10.9](#) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

[CCSS.ELA-LITERACY.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.9-10.2](#) Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-LITERACY.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-LITERACY.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

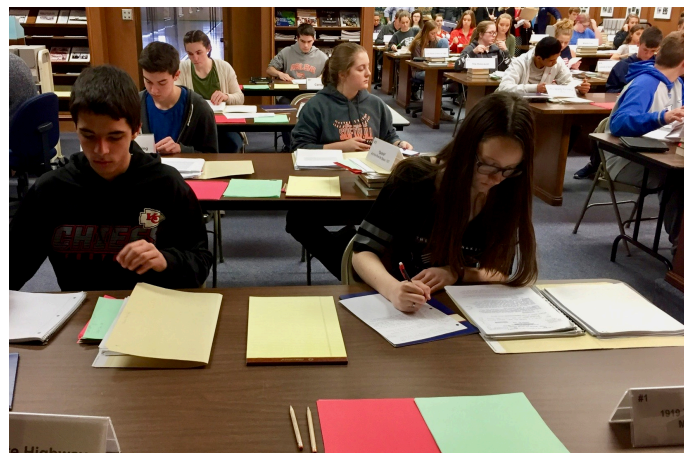
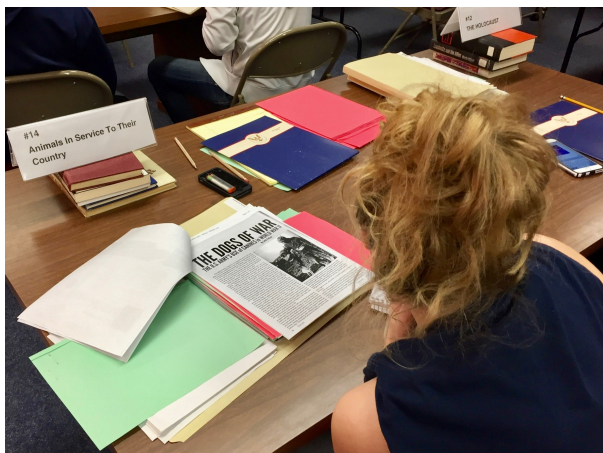
*The student booklet of this project is available at
<https://www.eisenhowerfoundation.net/DocumentCenter/View/3403/In-Conclusion---student>*

SETTING UP RESEARCH VISITS TO THE EISENHOWER LIBRARY

IKEducation is looking forward to providing your student with a rich research experience using our student archives. Please visit www.eisenhowerfoundation.net/238/Plan-your-K-12-Field-Trips to book your field trip well in advance. Following your submission, a representative will contact you to ensure we are meeting your needs and answer any questions.

You will see in the daily plans that follow that Days 1-7 are pre-visit days completed at your school; Days 8-12 are spent on-site at the Eisenhower Presidential Library; Days 13-19 are post-visit days back at your school. The on-site portion of this project is set up here as five one-hour visits to the Eisenhower Presidential Library. However, if multiple visits are not feasible for your school, we are happy to work with you to accommodate.

Before coming on-site, you must have submitted Researcher Applications for each student to the Eisenhower Presidential Library (pages 21-22 of student booklet). Additionally, please know the importance of the pre-visit research in order for students to be able to make sense of many of the documents they will be analyzing. It is critical for most topics that they have a basic understanding of the topic first.



DAILY PLANS

The following is a suggestion of how to lay out this unit in your daily plans. This is based on 90 minute class periods that meet every other day (block scheduling). The project does consume the bulk of a nine-week grading period.

PRE-VISIT

DAY 1

- Introduce the project (student booklet pages 4-5).
- Provide the “Letter to the Parents” to be signed and returned next class.
- Show students “Democracy Starts Here” video from the National Archives: <https://www.youtube.com/watch?v=7n3ZZ-UpiR4>
- Lead students through the topic selection process. They need to turn in their top five preferences by the end of class (student booklet page 6). Topics found at <https://www.eisenhowerfoundation.net/352/Research-Files>. Clicking on a topic will lead to a brief summary of the topic as well as primary source documents from the Eisenhower Presidential Library.

DAY 2

- Due: signed “Letter to Parents.”
- Hand back each student’s topic preference list with their assigned topic indicated.
- Direct students to return to the online topic summary and make a list of key searching terms to begin their research (student booklet page 7).
- Ensure students know the difference between primary and secondary sources (student booklet pages 8-9).
- Present note taking requirements and best practices (student booklet pages 10-11).
- Ensure students understand how to correctly cite sources and create their Bibliography (student booklet pages 12-15).

DAY 3

- Lead students through the information and exercise about evaluating websites (student booklet pages 16-18).
- Take students to the school library/media center in order to begin researching with books and internet, which will mostly be secondary sources.
- A lesson on how to find specific topics or books in the library may be needed for students to get started.

DAY 4

- Take students to the school library/media center in order to research with books and internet, which will mostly be secondary sources.
- Notes and correct citation of 1st source are due by the end of the block.

DAY 5

- Take students to the school library/media center in order to research with books and internet, which will mostly be secondary sources.
- Notes and correct citation of 2nd source are due by the end of the block.

DAY 6

- Take students to the school library/media center in order to research with books and internet (these will mostly be secondary sources).
- Notes and correct citation of 3rd source are due by the end of the block.
- Notes and correct citation of 4th source will be due by the start of next block.

DAY 7

- Notes and correct citation of a 4th secondary source are due at the start of class.
- Prepare students for museum tour and primary research days at the Eisenhower Presidential Library and Museum.
 - ▶ Lead students through the “Background Summary” assignment on page 19 of the student booklet. It will be due at the start of class on Day 10.
 - ▶ Lead students through “Preparing for Archival Research” on page 20 of the student booklet, especially noting numbers 4, 6, and 7. Number 8, regarding copies, may no longer be applicable if students are able to bring iPads or phones and can take photos of the documents. The other rules will be covered by the DDE Library staff prior to the students researching on Day 10.
 - ▶ Direct students to complete the NARA research application found on pages 21-22 of the student booklet. *You need to turn these into the Eisenhower Presidential Library as soon as possible.*
 - ▶ If time allows, students could begin working on the “Background Summary” assignment.

ON-SITE VISITS

DAY 8

- Requiring a task for students to complete during their museum visit on Day 9 is necessary to make their visit effective. If you have specific objectives/tasks for them to complete in the museum, introduce it to students now. IKEducation also offers high school level museum guide books that require students to pay attention and answer questions throughout the museum. If you would like that guide available, please just make it known as you set up your museum visit.
- Students could spend class time working on their Background Summary (and chart) that is due at the start of Day 10.

DAY 9

- Travel to the Eisenhower Presidential Museum for exploration time.
- The assigned museum activity or exhibit guide should be due as the class leaves the museum.

DAY 10

- Direct students to turn in their Background Summary at the start of class.
- Travel to the Eisenhower Presidential Library to begin primary document research.
 - ▶ An IKEducator or library archivist will provide about 30 minutes of instruction on how to analyze and handle the documents.
 - ▶ Students will begin exploring their topics' document files.

DAY 11

- Travel to the Eisenhower Presidential Library to conduct primary document research.
- Notes with a correct citation from a primary source document is due before the end of class. This is the 5th required source.

DAY 12

- Travel to the Eisenhower Presidential Library to conduct primary document research.
- Notes with a correct citation from a primary source document is due before the end of class. This is the 6th required source.

POST-VISIT

DAY 13

- Lead students through the instructions to combining all of the sources/citations they have used so far to begin the bibliography page that will accompany their outline. Assign a draft bibliography to be due at the start of next class (Day 14).
- Lead students through “Forming a Thesis” on pages 23-24 of student booklet.
- Students should draft their thesis and get approval from you by the end of class.

DAY 14

- Bibliography draft due at start of class.
 - ▶ Ensure that students have a copy to keep in order to keep working with it while you do a spot check of their draft (page 15 of this booklet).
- Lead students through “Outlining Rules” and “Organization Choices” on pages 25-29 of the student booklet.
- Lead students to set up and begin their outline.
 - ▶ Except for their thesis, students should only be working on developing the body of their outline at this point; the introduction and conclusion should be completed last.
 - ▶ Coach students to start by determining their claims (main points) first — and therefore a clear organization style. You may want to require them to write their organizational style in a top corner of their outline.
 - ▶ *After* the claims have been determined, then students should go back through each one to determine the evidence and reasoning they will use to support the claim.
 - ▶ You many want to create and share samples of final outlines.

DAY 15

- Provide time for students to work on the body of their outline.
- Direct students to read through pages 30-33 of the student handbook. Follow up with discussion and/or quiz. These pages blend the writing and the speech delivery of the introduction and conclusion, so help them focus on just the writing instructions at this time.
- Direct students to move on to developing their intros and conclusions *after* they are finished with the body. A complete outline draft is due at the start of next class.

DAY 16

- Provide students with the graded draft bibliographies they turned in on Day 14, and discuss the revisions they need to make, your editing marks, etc. The final,

revised, bibliography are due at the start of Day 18. Stress the importance of this due date and the consequences of missing it.

- Students' draft outlines are due.
 - ▶ Ensure that students have a copy to keep in order to keep working with it while you do a spot check of their draft (page 14 of this booklet).
- Direct students to do a first attempt at an oral delivery of their speeches using their outline draft in order to get an idea of where they are at time-wise. Everyone will start and talk at the same time. Provide a large timer for all students to see. Let it the timer run until the last student has finished. Students should write down the time it took them to get through their speech across the top of their draft outline. Remind them of the speech time constraints and why it is an important aspect of public speaking. Encourage them to frequently repeat this timing exercise as they revise their outlines.
- Direct students to begin revising their outlines. The final, revised, outlines are due at the start of Day 18. Stress the importance of this due date and the consequences of missing it.

DAY 17

- Provide students with the graded draft outlines they turned in on Day 16, and discuss the revisions they need to make, your editing marks, etc. Reminder that the final outline and bibliography is due at the start of next class. Stress the importance of this due date and the consequences of missing it.
- Lead students through the "Visual Aids" section of the student booklet (pages 34-37). Provide lots of examples of do's and don'ts.
- Start a sign in sheet for students who come in outside of class time to practice with any technology needed.
- Work time for final outline and bibliography, and/or visual aids. Visual aid due date is the same as their TBD speech delivery date.

DAY 18

- Final outlines and bibliographies are due.
- Speech order and delivery dates are determined.
- Lead students through "Speech Delivery" and "Stage Fright" on pages 38-44 of the student booklet. Provide lots of examples of do's and don'ts.
- Lead students through "Speech Evaluation" on pages 45-51 of the student booklet.
- Provide due date(s) for the peer, adult, and self-evaluations.

DAY 19

- Speeches begin!

PARENT SUPPORT

Communication and information shared between teachers and parents is powerful. Because this is a large project that builds on itself through an entire nine-weeks, it is critical that parents are initially notified and kept informed. The letter on the following page is a sample to be adapted for your classroom and sent home to parents on the first day of this project. If your school provides a parent email list, send a copy via email as well as the copy sent home with your student. Continuous updates of assignments, due dates, and student progress should be provided throughout this project.

Continuous communication and updates also provide parents with a head's up if their child has fallen behind and needs some home-based motivation. Parents should be informed if their child is not being successful in a class well before the grade card shows up in the mail. They should be given the chance to intervene with their child's behavior.

Give parents the ability to ask specific questions of their child's school work. Maybe even provide the questions parents could be asking their child along different points of the project. *(Do you have your Background Summary completed? I'd like to see it. What are you planning to use for a second visual aid? Do we need to get a poster board? Did you know your grandpa's family had a fall-out shelter?)*

Heightened pride and accountability by both students and parents can also be achieved by offering an open house evening where parents are invited in to view their student's speech and visual aids. Overall awareness and support of the values of this project can be achieved by contacting local media on the days students are researching at the Presidential Library and/or presenting their final speeches. You are asking students to put in a significant amount of time and work, and the wider net of support you have for the objectives and outcome of this project, the better.

Dear Parent(s),

I would like to make you aware of the In Conclusion research and informative speech project that we are starting in your class name. We want you to recognize the magnitude of this unit and to work with your student to stay on top of all the assignments and due dates. This is a project that builds on itself and culminates in a final outline, bibliography, and speech that makes up a very large portion of their grade. Because it builds on itself, a student cannot skip steps and continue with much success. Much like making cookies from scratch, if the steps are not followed in the correct order, the final result will not be good.

We ask that you review the student's In Conclusion booklet with your students. Daily agendas and due dates can be found at insert answer here.

As part of this project, we will be making several trips to the Eisenhower Presidential Library and Museum for students to research primary source documents from their archives. Please note that this is an institution of the federal government, part of the National Archives and Records Association, and therefore we must adhere to their very strict rules. They do not operate the same as our school system, so please do not attempt to call down to request something for your student. The staff is more than willing to help our students, but correct research procedures must be followed.

Students who actively participate in this project will learn:

- to conduct secondary research using the internet and books.
- to apply the basics of website evaluation to find and utilize credible sites.
- to conduct primary research using documents from the Eisenhower Presidential Library.
- to create and implement a supported thesis, outline organization skills, and a bibliography of correctly cited sources.
- to create and utilize effective visual aids to complement their speech.
- to deliver an extemporaneous, informational speech at a successful level according to this project's speech rubric.
-

This is an incredible learning experience and we want your student to be as successful as possible. Please understand that it will be very hard to pass this semester if this project is not completed successfully. If you have any questions, please contact me sooner than later.

Sincerely,

Your Signature
Your printed name
and preferred contact information

I have read the above letter and I understand the magnitude of this project.

Student Signature

Parent Signature

EVALUATIONS

Throughout the student booklet, you will find “**Check Your Understanding**” questions for you to use however you choose: Discussion? Exit slip? Quiz?

Primary vs secondary sources: page 9

Citing sources: page 14

Evaluating websites: page 18

Forming a thesis: page 24

Outlining: page 26

The Speech: page 44

Visual aids: page 37

On pages 14-15 of this teacher booklet, you will find a “**Spot Checks**” that can be used for you to provide very quick and basic feedback to students on their outline and bibliography drafts. These could also be used for peer feedback. You will also find a **combined rubric and score card for the final outline and bibliography** on page 16.

The rubric for the speech, rubric score cards to be used for self, peer and adult evaluations, and the conversion chart are provided in the student booklet on pages 46 - 51. I am also including the **speech rubric, teacher score card, and the conversion chart** on pages 17-19 of this teacher booklet.

Outline Draft Spot Check

Each of the following are worth one point.

- _____ You have included the correct information at the top left of the first page as directed: Your name, teacher name, class name, due date.
- _____ You have a centered title.
- _____ Double-spacing has been used throughout with no extra spacings.
- _____ The words “Introduction” and “Conclusion” stand alone.
- _____ Each entry is ONE complete sentence.
- _____ Division of material is done correctly. Every 1 has at least a 2, every A has at least a B, etc.
- _____ You have used the specified numbering system: I. A. 1. a. i.
- _____ You have lined up the margins for each division of material.

You have completed at least the minimum content to turn this in:

INTRODUCTION	CONCLUSION
_____ Attention Getter	_____ Review of Thesis
_____ Thesis	_____ Review of Main Points
_____ Preview of Main Points	_____ Memorable Concluding Statement
BODY	
_____ Claim One:	_____ Claim Three:
_____ Evidence	_____ Evidence
_____ Reason	_____ Reason
_____ Reason	_____ Reason
_____ Evidence	_____ Evidence
_____ Reason	_____ Reason
_____ Reason	_____ Reason
_____ Claim Two:	
_____ Evidence	
_____ Reason	
_____ Reason	
_____ Evidence	
_____ Reason	
_____ Reason	

_____ / 36 TOTAL

Bibliography Draft Spot Check

_____/1 Bibliography is centered at the top of the page

_____/1 Entries are in alphabetical order

_____/1 Entire bibliography is double-spaced without extra spaces between entries

_____/1 Hanging indents have been properly used with every entry needed

_____/2 Bibliography includes two internet citations

_____/2 Bibliography includes two book citations

_____/2 Bibliography includes two Eisenhower Library document citations

_____/10 TOTAL

SPEAKING RUBRIC

Performance Criteria	5 Highly Successful	4	3 Acceptable	2 Needs Improvement	1
Oral Delivery	<p>The message is delivered in a confident, enthusiastic fashion. This speaker knows and is comfortable with what s/he is talking about.</p> <p>Varies tone and rate to make delivery interesting, add emotion and emphasis.</p> <p>Chooses vocabulary that is appropriate, exact, and energetic.</p> <p>The volume is appropriate and varied to add emphasis.</p> <p>Pronunciation and enunciation are always correct and clear.</p> <p>Little to no fillers are used, such as um, you know, like, ah, etc.</p>	<p>The message is delivered in a confident, enthusiastic fashion. This speaker has practiced but has not mastered a conversational, fluid delivery.</p> <p>Tone and rate are adequate.</p> <p>Vocabulary is appropriate and adequate.</p> <p>Volume is mostly adequate. The speaker does not purposefully vary to add emphasis.</p> <p>Pronunciation and enunciation are generally correct and clear.</p> <p>Very few fillers are used, such as um, you know, like, ah</p>	<p>The message is mostly delivered in a confident fashion. This speaker has practiced but has not mastered a conversational, fluid delivery.</p> <p>Tone and rate are adequate.</p> <p>Vocabulary is appropriate and adequate.</p> <p>Volume is mostly adequate. The speaker does not purposefully vary to add emphasis.</p> <p>Pronunciation and enunciation are generally correct and clear.</p> <p>Very few fillers are used, such as um, you know, like, ah</p>	<p>The message is not delivered with confidence or emotion. More practice needs to have occurred.</p> <p>The tone is not varied or appropriate to the message.</p> <p>The rate is too fast or too slow.</p> <p>Vocabulary is inappropriate or too simple.</p> <p>Volume is too soft or too loud.</p> <p>Words are not pronounced correctly or enunciated well.</p> <p>Fillers such as um, you know, like, ah, etc. are common and distracting.</p>	<p>The message is not delivered with confidence or emotion. More practice needs to have occurred.</p> <p>The tone is not varied or appropriate to the message.</p> <p>The rate is too fast or too slow.</p> <p>Vocabulary is inappropriate or too simple.</p> <p>Volume is too soft or too loud.</p> <p>Words are not pronounced correctly or enunciated well.</p> <p>Fillers such as um, you know, like, ah, etc. are common and distracting.</p>
Physical Delivery	<p>Body language is natural and movements of hands or whole body is used to add emphasis.</p> <p>Direct eye contact is shared with the whole audience throughout speech.</p> <p>Posture is relaxed, weight evenly distributed, feet shoulder-width.</p> <p>Speaker is wearing business attire that displays credibility and effort.</p>	<p>Body language is adequate, but purposeful use of hands or body movements has not been used.</p> <p>Eye contact is adequate.</p> <p>Posture is adequate and not distracting most of the time.</p> <p>Speaker's attire displays effort to look nice, but is too casual.</p>	<p>Body language is adequate, but purposeful use of hands or body movements has not been used.</p> <p>Eye contact is adequate.</p> <p>Posture is adequate and not distracting most of the time.</p> <p>Speaker's attire displays effort to look nice, but is too casual.</p>	<p>Body language is stiff or distracting.</p> <p>Eye contact is not maintained. Looking at cards, floor, or visual aids most of the time.</p> <p>Posture is poor. Hands are in pockets, hip is cocked.</p> <p>Speaker has not dressed appropriately for this occasion.</p>	<p>Body language is stiff or distracting.</p> <p>Eye contact is not maintained. Looking at cards, floor, or visual aids most of the time.</p> <p>Posture is poor. Hands are in pockets, hip is cocked.</p> <p>Speaker has not dressed appropriately for this occasion.</p>
Content	<p>The presentation's topic and purpose is interesting, clear and focused.</p> <p>The topic is developed with accurate facts, examples, and quotations.</p> <p>This speaker is knowledgeable and has command of the topic.</p> <p>The topic has been connected to the audience. The speaker has made its relevance clear.</p> <p>At least two sources have been successfully cited.</p>	<p>The presentation's topic and purpose is evident, but has not been developed to be interesting to the audience.</p> <p>Development of the topic is adequate.</p> <p>The speaker exhibits basic knowledge of the topic.</p> <p>The topic's connection and relevance to the audience was there, but not strong or very clear.</p> <p>At least one source has been successfully cited.</p>	<p>The presentation's topic and purpose is evident, but has not been developed to be interesting to the audience.</p> <p>Development of the topic is adequate.</p> <p>The speaker exhibits basic knowledge of the topic.</p> <p>The topic's connection and relevance to the audience was there, but not strong or very clear.</p> <p>At least one source has been successfully cited.</p>	<p>The presentation's topic and purpose are not clear.</p> <p>Development of the topic needs much improvement; much has been left out.</p> <p>The speaker does not exhibit clear understanding of the topic.</p> <p>Topic's connection and relevance to the audience was missing.</p> <p>Sources have not been cited.</p>	<p>The presentation's topic and purpose are not clear.</p> <p>Development of the topic needs much improvement; much has been left out.</p> <p>The speaker does not exhibit clear understanding of the topic.</p> <p>Topic's connection and relevance to the audience was missing.</p> <p>Sources have not been cited.</p>
Organization	<p>The intro catches attention, provides clear thesis, previews main points.</p> <p>The body uses clear transitions to indicate movement through the main points to the audience.</p> <p>The content follows an appropriate and logical form of organization (chronological, topical, cause and effect, etc).</p> <p>The conclusion reviews the main points, restates the thesis, and provides satisfying closure.</p>	<p>All parts of the introduction are evident, but need strengthened.</p> <p>Transitions between main points are weak.</p> <p>The content seems adequately organized.</p> <p>All parts of the conclusion are evident, but need strengthened.</p>	<p>All parts of the introduction are evident, but need strengthened.</p> <p>Transitions between main points are weak.</p> <p>The content seems adequately organized.</p> <p>All parts of the conclusion are evident, but need strengthened.</p>	<p>The introduction is missing parts or is not evident.</p> <p>Transitions are not evident; audience does not know when main points are starting or stopping.</p> <p>The content lacks organization.</p> <p>The conclusion is missing parts or is not evident.</p>	<p>The introduction is missing parts or is not evident.</p> <p>Transitions are not evident; audience does not know when main points are starting or stopping.</p> <p>The content lacks organization.</p> <p>The conclusion is missing parts or is not evident.</p>
Visual Aids	<p>A Keynote and a 2nd medium are used to enhance the audience's understanding of the message.</p> <p>Aids are well-organized and effective. Use of colors, content, etc. is inviting and helpful.</p> <p>Speaker has referred to and incorporated the visual aids throughout his speech delivery.</p>	<p>A Keynote and a 2nd medium are present and add a little to the audience's understanding.</p> <p>Aids include appropriate information. Their colors, content, etc. do not distract.</p> <p>Speaker sometimes incorporates or refers to the visual aids during speech.</p>	<p>A Keynote and a 2nd medium are present and add a little to the audience's understanding.</p> <p>Aids include appropriate information. Their colors, content, etc. do not distract.</p> <p>Speaker sometimes incorporates or refers to the visual aids during speech.</p>	<p>One or no visual aids are used.</p> <p>Aids do not add to the audience's understanding.</p> <p>Aids are confusing, unorganized, or a distraction.</p> <p>Speaker does not incorporate or refer to the visual aids.</p>	<p>One or no visual aids are used.</p> <p>Aids do not add to the audience's understanding.</p> <p>Aids are confusing, unorganized, or a distraction.</p> <p>Speaker does not incorporate or refer to the visual aids.</p>
Time	<p>The speech fits within the 6-8 minute time constraints.</p>	<p>The speech is over the 8 minute time constraint.</p>	<p>The speech is over the 8 minute time constraint.</p>	<p>The speech falls below 6 minute time constraint.</p>	<p>The speech falls below 6 minute time constraint.</p>

Outline and Bibliography Rubric and Score Card

_____/5 **Format**

Successful -- 5
spacing, indention, numbering, and lettering are correct and all parts are present

Acceptable -- 3
spacing, indention, numbering, and lettering have minimal mistakes

Not Satisfactory -- 1
several errors in spacing, indentation, numbering, or lettering

_____/10 **Organization & Content**

Successful -- 10
Contains a well-developed introduction, body and conclusion, and is logically sequenced.

Acceptable -- 6
Contains an introduction, body, and conclusion.

Not Satisfactory --2
Does not contain a definite introduction, body, or conclusion.

_____/5 **Sentences & Conventions**

Successful -- 5
sentences are complete and fluent

Acceptable -- 3
sentences are complete

Not Satisfactory --1
sentences are incomplete

_____/5 **Bibliography**

Successful -- 5
Bibliography is complete and correct

Acceptable -- 3
Bibliography is complete, but contains some mistakes in format

Not Satisfactory --1
bibliography is not complete

_____/25 divided by 5 = _____ avg. = _____%/100

S P E A K I N G R U B R I C S C O R E C A R D

Speaker/Student Name: _____ Topic: _____

	SUCCESSFUL	ACCEPTABLE	NEEDS IMPROVEMENT	
Oral Delivery	5	4	3	2 1
Physical Delivery	5	4	3	2 1
Content	(remember the two citation requirement? If not, see page 39.)			
	5	4	3	2 1
Organization	5	4	3	2 1
Visual Aids	(remember the two visual aid requirement? If not, see page 41.)			
	5	4	3	2 1
Time Constraints	5	4	3	2 1
Total Score =	Average Score =	Grade % =		

RUBRIC CONVERSATION CHART

*Always add up the total points and divide by **six** (the number of criteria used) in order to get the average score. Then, apply it to the chart below to find your grade percentage and letter.*

Average = Grade % = Letter Grade

5.0	=	100	=	A+
4.9	=	98	=	A+
4.8	=	96	=	A
4.7	=	94	=	A
4.6	=	92	=	A-
4.5	=	90	=	A-
4.4	=	89	=	A-
4.3	=	88	=	B+
4.2	=	87	=	B+
4.1	=	86	=	B+
4.0	=	85	=	B
3.9	=	84	=	B
3.8	=	83	=	B
3.7	=	81	=	B-
3.6	=	80	=	B-
3.5	=	79	=	B-
3.4	=	78	=	C+
3.3	=	77	=	C+
3.2	=	76	=	C+
3.1	=	75	=	C
3.0	=	74	=	C

Average = Grade % = Letter Grade

2.9	=	73	=	C
2.8	=	72	=	C-
2.7	=	71	=	C-
2.6	=	70	=	C-
2.5	=	69	=	D+
2.4	=	67	=	D+
2.3	=	65	=	D
2.2	=	63	=	D
2.1	=	61	=	D-
2.0	=	60	=	D-
1.9	=	59	=	F
1.8	=	58	=	
1.7	=	57	=	
1.6	=	56	=	
1.5	=	55	=	
1.4	=	54	=	
1.3	=	53	=	
1.2	=	52	=	
1.1	=	51	=	
1.0	=	50	=	

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Mitzi Bankes Gose, Abilene High School English Teacher

Jim Leyerzaph, Eisenhower Library Archivist

Sondy Knitter, Abilene High School English Teacher

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This iteration was created in 2019. All materials may be copied and used by classroom teachers.



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