

Approval Chart for Curriculum Changes

A = Approval I = Information*

Degree Plan(s) Teacher Education Capstone

State the requested change and reason. A memo may be attached if more space is necessary.

The Teacher Education Capstone consists of two major components: The Senior Showcase and the Teacher Education E-Portfolio. See the attached for more information.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G <i>or</i> G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval

I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)

Signature

Approval date

Signature

Approval date

College Academic Council(s)

Signature

Approval date

Signature

Approval date

Dean(s)

Signature

Approval date

Signature

Approval date

Teacher Education Council

Chair's signature

Approval date

General Education Council

Chair's signature

Approval date

Undergraduate Academic Council

Chair's signature

Approval date

Graduate Council

Chair's signature

Approval date

Provost

Signature

Approval date

Faculty

Chair of faculty senate

Approval date

President

Signature

Approval date

Teacher Education Capstone

The Teacher Education Capstone includes two major components – the Teacher Education E-portfolio and the Senior Showcase. Both require the teacher candidate to reflect on personal learning, abilities and beliefs relevant to the ACU Teacher Education Competencies. All courses in Teacher Education are aligned with these Competencies. The faculty has identified assessments for the Competencies and candidates are required to archive these assessments in the E-Portfolio for reflection. These Competencies are as follows:

DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT

Competency One -- The teacher **applies knowledge of human developmental processes** in the planning of instruction.

Indicators:

- *Identifies and describes developmental characteristics of students*
- *Designs lessons that are developmentally appropriate.*

Competency Two -- The teacher designs learning experiences and assessments that reflect an understanding of **student diversity**.

Indicators:

- *Identifies and describes the dimensions of diversity represented in the classroom context (Gender, race/ethnicity, exceptionality, language, socioeconomic status, etc.)*
- *Designs lessons that incorporate varied strategies for presentation and application*

Competency Three -- The teacher designs **effective and coherent instruction and assessment** based on appropriate learning goals and objectives.

Indicators:

- *Uses appropriate criteria, such as the TEKS, to evaluate learning goals and objectives*
- *Links objectives, instruction and assessment in lesson plans with clarity*
- *Includes clearly stated and measurable objectives in lesson plans*
- *Demonstrates understanding of subject content and presents it with accuracy*

Competency Four -- The teacher understands learning processes and factors that **impact student learning**.

Indicators:

- *Draws on student's prior knowledge to establish relevance*
- *Promotes higher order thinking and problem solving in lessons*
- *Uses a variety of motivational strategies to interest students and to secure cooperation*

DOMAIN II: CREATING A POSITIVE PRODUCTIVE CLASSROOM CLIMATE

Competency Five -- The teacher establishes an emotionally and physically safe **classroom climate**.

Indicators:

- *Arranges space and materials for safety and effective learning*
- *Interacts positively and respectfully with students*

Competency Six -- The teacher organizes the learning environment to **manage student behavior**.

Indicators:

- *Establishes clear expectations for behavior and learning*
- *Establishes procedures, routines, and manages transitions*
- *Paces lessons and activities to engage students*

DOMAIN III: IMPLEMENTING INSTRUCTION AND ASSESSMENT

Competency Seven -- The teacher uses **effective communication** in teaching and learning.

Indicators:

- *Communicates directions and procedures with clarity, utilizing multiple modalities*
- *Provides clear definitions for new concepts and terms*

- *Models effective and accurate use of oral and written language*
- *Articulates learning objectives for students*
- *Demonstrates sensitivity to differences (cultural, gender, intellectual, and physical) in classroom communication and in responses to students*

Competency Eight -- The teacher provides appropriate instruction that **actively engages students** in the learning process.

Indicators:

- *Provides instruction that addresses multiple intelligences and varied learning styles*
- *Designs activities that actively involve all students*
- *Implements effective collaborative learning experiences*
- *Engages students through effective questioning and discussions*

Competency Nine -- The teacher effectively **incorporates** the use of **technology** in the classroom.

Indicators:

- *Selects technology that enhances instruction and supports learning outcomes*
- *Incorporates technology for instruction and assessment as appropriate for age level and/or content area*

Competency Ten -- The teacher **utilizes varied assessments** to monitor student learning, provide feedback and adjust instruction.

Indicators:

- *Creates and/or selects assessments tied to instructional objectives*
- *Communicates assessment results to the students*
- *Adjusts instruction based on assessment*

DOMAIN IV: PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency Eleven -- The teacher understands the importance of family and **interacts** appropriately and **effectively with families**.

Indicators:

- *Utilizes appropriate resources and strategies to enhance family involvement in student learning*
- *Reflects professionalism and respect for ALL families in conversations*

Competency Twelve -- The teacher pursues **professional development** opportunities and effectively interacts with other members of the educational community.

Indicators:

- *Collaborates with peers and other professionals*
- *Interacts respectfully with peers and other professionals*
- *Participates in professional development*
- *Engages in self-reflection and assessment to identify strengths and areas for growth*

Competency Thirteen -- The teacher understands and adheres to **legal and ethical requirements** for educators.

Indicators:

- *Adheres to the Code of Ethics and Standard Practices for Texas Educators*
- *Maintains appropriate confidentiality in all communication*
- *Demonstrates honesty and integrity in coursework, professional development and field experiences*
- *Demonstrates high level of character by adherence to University Code of Conduct*

DOMAIN V: CHRISTIAN PRINCIPLES AND PROFESSIONAL PRACTICE

Competency Fourteen -- The teacher evaluates how Christian principles can appropriately inform professional development and practice.

University Required Products	Teacher Education Products
A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included.	The Teacher Education E-Portfolio includes 14 reflective essays of 500-800 words each. For the Showcase candidates select five artifacts from their preparation for reflection and presentation. These are open to the public and are scored by 3-5 faculty members. Must meet mastery level as measured by the E-portfolio rubric in order to (a.) be admitted to student teaching and (b.) to qualify for a B or better in student teaching. The Showcase counts for 10% of the senior block courses in both elementary and secondary.
An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.	Competency 14 requires the candidate to reflect on faith informed practice. In the E-Portfolio, candidates write an essay reflecting on faith integration assignments. For the Showcase candidates must articulate how Christian principles will inform their practice.
A comprehensive skills and accomplishments inventory	Candidates develop a resume in Block and revise it during student teaching. It is included in the E-Portfolio in both submissions.

Capstone Outcomes	Teacher Education Capstone Components
Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study. <i>Note: As the CORE is finalized and processes are in place to ensure that students archive common assignments from their CORE courses, we will require that candidates include these assignments in the reflection process for the e-portfolio.</i>	Teacher Education E-Portfolio – Submitted in two parts in the senior Block (EDCU 411/431 or EDUC 412/432) and Student Teaching (EDUC 490) In Teacher Education, our students must integrate knowledge and skills from their professional education courses with content from the liberal arts core in all of their instructional planning experiences. The e-portfolio includes multiple artifacts that require candidates to draw on knowledge from the liberal arts core in order to plan rigorous and meaningful instruction.
Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.	Teacher Education E-Portfolio – Submitted in two parts in the senior Block (EDCU 411/431 or EDUC 412/432) and Student Teaching (EDUC 490) Senior Showcase – completed in the senior Block (EDCU 411/431 or EDUC 412/432)
Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.	Teacher Education E-Portfolio – Submitted in two parts in the senior Block (EDCU 411/431 or EDUC 412/432) and Student Teaching (EDUC 490) Senior Showcase – completed in the senior Block (EDCU 411/431 or EDUC 412/432)

Capstone Component #1: The E-Portfolio

Candidates complete the first submission of the E-Portfolio during the senior 6-hour Block semester and the second submission of the E-Portfolio takes place in EDUC 490 Student Teaching. The following is the information provided in the Teacher Education Handbook relevant for each submission:

Admission to Student Teaching E-Portfolio Procedures:

- Candidates will submit the e-portfolio as part of the Student Teaching Application while enrolled in Block (EDUC 411/431 or EDUC 412/432) semester.
- Candidates will include all designated artifacts from professional education courses in the appropriate competency section. A resume and philosophy of education must also be included in the e-portfolio.
- Candidates will include reflections on professional growth for ACU Teacher Education Competencies in Domains I, IV and V (Competencies 1-4 and 11-14).
- Late submissions of the e-portfolio will not be accepted except in extreme circumstances and with prior approval of the professor. The candidate must submit a formal request for an extension at least one week before the due date. Appropriate documentation should be provided to support the request.
- The rubric used to assess the e-portfolio can be found in the Official Forms and Rubrics section in the handbook.
- The candidate must earn a score of 3 or higher on all reflections for admission to student teaching.
- Candidates must resubmit if a score of 1 or 2 is earned in any category. In order to be accepted, revisions must be submitted by the deadline provided.
- If a score of 2 is earned in the second submission, the Teacher Education Admissions and Review Committee will meet to determine if admission to student teaching is appropriate. If the Committee determines it is appropriate to approve the candidate's application to student teach, the candidate will enter student teaching under contract. The candidate will also be required to resubmit the e-portfolio by the end of the third week of student teaching. If a score below 3 is earned with this final submission, the candidate will be removed from the student teaching placement.
- If a score of 1 is earned in the second submission, two additional faculty members will independently review the e-portfolio. If there is agreement between all reviewers and the score is confirmed, the policy for admission to student teaching will apply and the candidate will not proceed to student teaching.

Program Completion E-Portfolio Procedures:

- The Program Completion E-Portfolio is submitted during the Student Teaching semester.
- In addition to all previously designated artifacts from professional education courses, candidates will submit new artifacts for all ACU Teacher Education Competencies in Domains II and III (Competencies 5-10).
- These artifacts must represent the candidate's own work.

- Candidates will include reflections on professional growth for the six competencies in Domains II and III.
- Candidates must earn a score of 3 or higher on all reflections. The rubric used to assess the e-portfolio can be found in the Official Forms and Rubrics section in the handbook.
- Candidates will resubmit the e-portfolio if this requirement is not met. Final revisions must be resubmitted by the Thursday of finals week in the student teaching semester. Candidates are limited to one resubmission.
- A final e-portfolio submission that does not meet the above requirements will result in a grade of D in Student Teaching and failure to complete the Teacher Education Program.
- If requirements are not met in the second submission, two additional faculty members will independently review the e-portfolio. If there is agreement between all reviewers and the score is confirmed, the policy for program completion will apply.

Common Questions About the E-Portfolio (This information is also included in the Teacher Education Handbook):

What is the purpose of the e-portfolio?

The e-portfolio goes beyond grades in a particular course and challenges you to reflect on your own academic and professional growth as a whole. Portfolios are a student-centered approach to assessment. Rather than the teacher telling you what to learn and then grading your performance, you are challenged think about what you know, how you know it, what you still need to learn, and reflect on evidence of that learning represented by the artifacts included.

When will I start the e-portfolio?

You will start your e-portfolio in EDUC 211 Educational Foundations and Multicultural Perspectives. This initial submission of the e-portfolio is required as part of your application to Teacher Education.

When will I submit my e-portfolio?

The first formal submission will take place during your Block semester as part of your application to Student Teaching. EC-12 Music candidates will complete the first formal submission during their senior Professional Practice course. The second formal submission of the e-portfolio is during Student Teaching for program completion. Please refer to the Candidate Admission and Review section of the handbook for further information on the requirements of each submission.

Is there a required format for the e-portfolio?

In order to facilitate efficient review of the e-portfolios, you are required to follow the format provided. You may personalize your e-portfolio, but you must stay within this required format. The opening page of your e-portfolio must include the following:

- Name and contact information
 - o Phone
 - o Mailing address
 - o E-mail address
- Certification(s) – Levels, Content Fields, and/or Supplements
- Semester of submission
- Philosophy of Education (as an attachment)
- Resume' (as an attachment)

- A personal inventory of service, research and leadership activities
- Reference List – Using APA format, include all sources that inform your reflections.

When the reader opens the link for each competency in your e-portfolio, the following should be included on the page:

- The competency and indicators (appropriately formatted and typed at the top of the page)
- A complete list of artifacts included from each course using the following format (typed into the page)

Course Title and Number

- Assignment title
- Assignment title
- Assignment title

Note: For Competency 12, provide a list of all Professional Development experiences that you have completed as part of your Professional Development Points requirement. If you have gone above and beyond the required 20 points, include all PD experiences.

- Your reflection statement (typed into the page)
- All required artifacts (as attachments)

When you submit your e-portfolio for the second formal review during Student Teaching, you will include your Student Teaching artifacts in addition to all the previous program artifacts. You may also include photos or other artifact enhancements as attachments or in the body of the page. Add the Student Teaching artifact to the list.

Why do I need a reflection statement?

Your reflection for each domain describes what you know, what you believe and what you can do *as a professional educator*. Research supports that the best educators are those who can reflect on their teaching and clearly tie theory to practice. The Teacher Education Department definition of reflection follows:

Reflection is a logical and systematic process of evaluation and includes consideration of the consequences of action. It is founded upon evidence from the past and considers the implications of future action. Reflection is used to identify and change negative behaviors as well as to identify and increase positive ones.

As professionals it is also important to develop a professional language. Writing a reflection statement provides you the opportunity to enhance your ability to clearly articulate in professional terms what you know, how you know it, how your understandings have changed over time, how your entire academic experience has shaped your understandings and how these understandings will inform your future practice. In addition, you may reflect on areas of professional development that you will seek in the future.

How do I write a strong reflection statement?

The first step in writing a reflection statement is to become very familiar with the competencies and indicators. Then spend some time reviewing your artifacts and thinking about your professional growth throughout the program as represented by the artifacts.

Each reflection statement should be between 500 and 800 words. Do not exceed 800 words. The length of a reflection statement varies depending on the writing style of the candidate, but the goal is to demonstrate depth of thought in a clear, coherent, and concise manner.

Use your professional voice. This does not require the use of big words or “flowery” language. In fact, this language is often distracting and awkward, adding words without strengthening the message.

Avoid sounding formulaic. For example, it is not necessary, nor is it effective, to begin each reflection with a formula phrase such as “Before I began the Teacher Education program . . .”

Do not remove yourself from the reflection statement. The statement needs to be professional, but it is also about YOUR development. Reflect on your personal professional growth and practice. Make sure to connect this reflection to both the artifacts and the competency. Read the competency carefully, including the indicators.

Strong professional reflection should demonstrate an understanding of educational and developmental theories. Include all relevant sources in your reference list. Use care in appropriate citations and accurate application of theories.

Finally, writing is a process. It is a rare candidate who can write an effective statement without going through several steps. First, think about what you want to say. Write down ideas and phrases that you want to include referring to the language of the domain’s competencies and indicators. Organize your thoughts before writing that first draft. Read your first draft aloud. Listen for awkward phrasing and/or errors in grammar. Make corrections. It is often helpful to ask someone else to read it as well. If you approach the task with this level of intentionality, you will reduce the need to resubmit.

E-Portfolio Rubric

4 – Exceptional development toward professional proficiency

- *Reflects on personal professional growth relevant to the competency as represented by the artifacts included*
- *Demonstrates open and honest self-appraisal, including strengths and challenges*
- *Effective and accurate use of professional language*
- *Makes clear personal application to future practice*
- *Writing is coherent and focused*
- *Strong use of writing conventions (No more than 2-3 minor errors; Multiple occurrences of the same error are counted as one error.)*

****Note: ALL of the above criteria must be met in order to earn a score of 4 for a competency.***

3 – Satisfactory development toward professional proficiency

- *Reflects on personal professional growth relevant to the competency as represented by the artifacts included*
- *Effective and accurate use of professional language*
- *Application to future practice is vague or general*

- *Writing is coherent and focused*
- *Adequate use of writing conventions (No more than 4-5 minor errors; Multiple occurrences of the same error are counted as one error.)*

2 – Inadequate development toward professional proficiency

- *Connection to competency is vague or unclear*
- *Reflection is overly brief or shallow*
- *Minimal use of professional language or includes inaccuracies*
- *Inadequate use of writing conventions (4-5 errors; Multiple occurrences of the same error are counted as one error.)*

1 – No evidence of development toward professional proficiency (any of the following will result in a score of 1)

- *Discussion does not connect to competency*
- *No evidence of reflection; limited to description or retelling*
- *Does not use professional language or includes significant inaccuracies*
- *Inadequate use of writing conventions (more than 5 errors; Multiple occurrences of the same error are counted as one error.)*

Capstone Component #2: The Senior Showcase

In the senior 6-hour Block course (EDUC 411/431 or EDUC 412/432) teacher candidates select five artifacts, one to represent learning in each program domain, for the Showcase presentation. The Showcase counts for 10% of the senior block course grade. These presentations are open to the public. Candidates must demonstrate excellence in speaking skills; visual presentation supports; and professional knowledge and reflection. The rubric is provided below for your reference.

Showcase Rubric

E-PORTFOLIO SHOWCASE SCORING CRITERIA Note: The presence of any indicator at the Unsatisfactory level will result in a score of 1 for that category.	UNSATISFACTORY (5-7) <i>(Below Performance Standards)</i>	PROFICIENT (8-9) (Sufficient Demonstration of Criteria)	ADVANCED (10) (Demonstrates Exceptional Performance)
Domain 1 Competency _____ Artifact:	• Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included • Artifact does not reflect the candidate's own work • Reflection is overly brief, shallow or not included • Does not use professional language • Inadequate use of grammar and/or spelling	• Clear link between artifact and competency • Adequate and accurate use of professional language • Reflection demonstrates clarity of thought and developing depth	In addition to meeting the PROFICIENT criteria ... • Demonstrates strong use of professional language • Reflection demonstrates depth of thought • Describes clearly to how learning represented will affect future practice
Domain 2 Competency _____ Artifact:	• Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included • Artifact does not reflect the candidate's own work • Reflection is overly brief, shallow or not included • Does not use professional language • Inadequate use of grammar and/or spelling	• Clear link between artifact and competency • Adequate and accurate use of professional language • Reflection demonstrates clarity of thought and developing depth	In addition to meeting the PROFICIENT criteria ... • Demonstrates strong use of professional language • Reflection demonstrates depth of thought • Describes clearly to how learning represented will affect future practice
Domain 3 Competency _____ Artifact:	• Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included • Artifact does not reflect the candidate's own work • Reflection is overly brief, shallow or not included • Does not use professional language • Inadequate use of grammar and/or spelling	• Clear link between artifact and competency • Adequate and accurate use of professional language • Reflection demonstrates clarity of thought and developing depth	In addition to meeting the PROFICIENT criteria ... • Demonstrates strong use of professional language • Reflection demonstrates depth of thought • Describes clearly to how learning represented will affect future practice
Domain 4 Competency _____ Artifact:	• Tie between the artifact and the competency is not clear, artifact is very limited and/or artifact not included • Artifact does not reflect the candidate's own work • Reflection is overly brief, shallow or not included • Does not use professional language • Inadequate use of grammar and/or spelling	• Clear link between artifact and competency • Adequate and accurate use of professional language • Reflection demonstrates clarity of thought and developing depth	In addition to meeting the PROFICIENT criteria ... • Demonstrates strong use of professional language • Reflection demonstrates depth of thought • Describes clearly to how learning represented will affect future practice
Domain 5 For Domain 5 only, candidates are not required to provide a	• Tie between reflection and the competency is not clear	• Clear link between reflection and competency	In addition to meeting the PROFICIENT criteria ...

specific artifact. However, they must provide a clearly articulated reflection on how Christian principles can inform practice.	• Reflection/Rationale is overly brief, shallow or not included • Does not use professional Language • Inadequate use of grammar and/or spelling	• Adequate and accurate use of professional language • Reflection/Rationale demonstrates clarity of thought and developing depth	• Demonstrates strong use of professional language • Reflections/Rationale demonstrates depth of thought • Describes clearly to how learning represented will affect future practice
Structure and Organization Introduction Organization of ideas Closure Length requirement TIME:	• No formal introduction or introduction lacked clarity • Ideas lacked a logical progression • Did not include a planned closure • Presentation was overly brief or extended beyond allotted time	• Introduction was clear and appropriate • Ideas were separated into a logical progression • Included an effective closure • Time requirement was met for specific assignment (neither too long or too short)	In addition to meeting the PROFICIENT criteria ... • Clever attention getting introduction or an imaginative preview • Ideas connected by effective transitions; logical throughout; creative pattern • Conclusion tied presentation together and left audience with memorable message
Vocal Expression Rate and Volume of Speech Pitch, Articulation and Pronunciation	• Speaker was hard to hear or understand • Voice or tone distracted from purpose of presentation • Excessive use of verbal fillers	• Speaker was easy to hear and understand • Tone was conversational, but with purpose • Voice sounded natural, neither patterned nor monotone • Speaker pronounced words clearly, correctly and with minimal verbal fillers	In addition to meeting the PROFICIENT criteria ... • Speaker was enjoyable to hear; used expression and emphasis • Speaker used voice to engage and connect with the audience
Physical Characteristics Eye Contact, Posture, Gestures, Movement, Attire	• Little eye contact with audience • Poor or slouchy posture • Movements were stiff or unnatural • Attire was inappropriate for audience	• Strong eye contact with entire audience • Posture conveyed confidence • Gestures and movements were natural and effective • Attire was appropriate for audience and purpose	In addition to meeting the PROFICIENT criteria ... • Posture was commanding and purposeful • Attire was chosen to enhance presentation
Appropriateness of Content and Language For audience, purpose, and assignment	• Speaker used inappropriate language, content or examples for this audience • Speaker did not demonstrate a clear understanding of the assignment or purpose of presentation	• Speaker obviously considered the audience and used appropriate language and examples • Speaker displayed a clear understanding of assignment requirements and content • Speaker understood purpose of presentation	In addition to meeting the PROFICIENT criteria ... • Examples and words were creative and well chosen for presentation purpose
Overall Impact	• Speaker appeared bored by the message or presented without conviction • Materials detracted from content or purpose, were of such low quality as to discredit speaker and/or were not included	• Speaker demonstrated desire to have audience listen, understand and remember • Materials added, did not detract from presentation • Materials used were quality products; easy to see and/or hear	In addition to meeting the PROFICIENT criteria ... • Overall presentation was creative and engaging • Speaker creatively integrated a variety of strategies to enhance the presentation

