

Persuasive Speech Peer Evaluation Form

Speaker: _____ POD _____

Evaluated by: _____

Be constructive! Our goal is to help each other make improvements through constructive critiques.
Be thoughtful of your word choice, and make sure your comments are intended to help your peers.
1=None 2= Fair 3=Average 4=Above Average 5= Excellent

Did the speaker appear prepared and credible? 1 2 3 4 5

Could you follow the organization of the speech? 1 2 3 4 5

Were there details to support the main ideas/reasons? 1 2 3 4 5

Did the visual aid in your understanding of the book? 1 2 3 4 5
Why?

Eye contact	Effective	Limited	Insufficient
Volume	Normal	Loud	Soft
Facial expression	Complementary	Average	Blank
Rate of speaking	Normal	Fast	Slow
Vocal expression/tone	Expressive	Average	Monotone
Vocal pauses (um, like, and-a, uh, etc.)	None	Few	Several
Pronunciation/Articulation	Clear	Careless	Unclear
Introduction	Clear position (+/-)		Unclear position
Closing statement	Related to introduction	Weak	None

What I liked most about your speech was

If you could improve one element of your speech, I would suggest that you try to

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Speaking Up Anita Abraham, Amy Matthusen, 2021-09-15 One on one conferences have become a cornerstone in many language arts teachers elementary classrooms as an effective method to foster individualized student growth But how do educators make conferences manageable meaningful and student driven in the secondary English classroom In this practical teacher friendly text we consider strategies for managing the logistics of conferencing with 100 students and moving the preparation and direction of conferences from teacher to student Readers will walk away with specific tools to create develop or revise their practice of conferencing leading to greater student ownership **Resources in Education** ,2001

Collaborative Learning and Writing Kathleen M. Hunzer, 2014-01-10 Although most writing instructors know the benefits of collaborative learning and writing in college writing classes many remain unsure how to implement collaborative techniques successfully in the classroom This collection provides a diversity of voices that address the how tos of collaborative learning and writing by addressing key concerns about the process Fresh essays consider the importance of collaborative work and peer review the best ways to select groups in classes integration of collaborative learning techniques into electronic environments whether group learning and writing are appropriate for all writing classes and ways special populations can benefit from collaborative activities Despite its challenges collaborative learning can prove remarkably effective and this study provides the advice to make it work smoothly and successfully English for Academic and Specific Purposes in the Classroom Rosmawati, Marjolijn Verspoor, 2025-05-22 This volume showcases curriculum designs instructional strategies classroom challenges and assessment practices in courses around the world introduced to meet the demand for English language skills for academic EAP or specific purposes ESP in higher education settings Particularly in English as a medium of instruction EMI institutions the courses are frequently part of the curriculum regardless of discipline or specialization Given the prevalence of such courses it is important to understand how they are implemented Many theories and models have inspired and underpinned these courses including genre based instruction Writing in the Disciplines Systemic Functional Linguistics the academic literacies model and translanguaging Often these are combined with various pedagogical approaches such as constructive alignment flipped learning learning oriented assessment Galperin s theory of Systematic Formation of Mental Actions SFMA the study skills models pedagogical cultural historical activity theory and the TESOL teaching learning cycle This book showcases how these are implemented in EAP ESP classrooms This volume gives a voice to instructors whose experience in real life classrooms is invaluable to inform research and policies as well as to refine theories It serves as a venue for conversation among the community of practitioners and researchers of applied linguistics and language teaching *Army JROTC Leadership Education & Training* ,2002 **Asha** American Speech-Language-Hearing Association, 1991 Army JROTC Leadership Education & Training: Foundations for success ,2002 **Inclusion and Diversity** Sue Grace, Phil Gravestock, 2008-12-01 How should you prepare for the first day of class

How can you encourage all students to participate in discussions How do you ensure disabled students can take part in field work Increasingly universities are drawing from a less traditional group of students international students disabled students part time students and mature students This book offers specific practical advice on the issues that teachers encounter when teaching in a diverse classroom Inclusion and Diversity highlights good practice for all students and provides a helpful structure around the day to day experiences of staff and students as they make contact with each other With reference to the international literature and discussing some of the educational principles that underpin an inclusive curriculum this book covers a wide range of useful topics so that teachers will have quick access to guidelines on different aspects of teaching and learning small and large group teaching e learning work placements students lives out of the classroom personal tutoring skills agenda assessment employability and further study Addressing a range of themes including student age ethnicity disability sexuality and gender this book aids all practitioners in higher education today particularly those new lecturers meeting their students for the first time to develop a better understanding of the issues involved in teaching a diverse range of students *Resources in Education* ,1997

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The Digital Writing Workshop Troy Hicks,2009 Where others have talked about new technologies and how they change writing Troy Hicks shows how to use new technologies to enhance writing instruction Chapters are organized around the familiar principles of the writing workshop student choice active revision craft publication beyond the classroom and assessment of product and process You ll learn to expand and improve your teaching by smartly incorporating new technologies like wikis blogs and other forms of multimedia Throughout you ll find reference to resources readily available to you and your class online

Speaking and Writing, K-12 Christopher J. Thaiss,Charles Suhor,1984 To translate the recent research in writing and oral communication into useful suggestions for classroom practice to focus on ways teachers can help their students grow as writers and speakers and to stress activities that do not isolate the language arts into units and sever skills from content learning the articles in this book were prepared by teachers researchers and writers The nine articles are 1 Learning Better Learning More In the Home and Across the Curriculum by Ann Jeffries Thaiss and Christopher J Thaiss 2 Talking and Writing Building Communication Competence by Donald L Rubin and Kenneth J Kantor 3 Thinking Visually about Writing Three Models for Teaching Composition K 12 by Charles Suhor 4 Oral

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