Student's name:

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Poster Evaluation Table (1 of 2) – English Language Arts Criteria for the **Communicate orally competency**

Criterion	Description/ Breakdown	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development
Adaptation to the communication context	**Adjusts speaking volume**	The student adjusts volume very readily when speaking.	The student adjusts volume readily when speaking.	The student adjusts volume as needed, generally without the teacher's help.	The student requires the teacher's help to adjust volume.	The student's volume is inappropriate, despite the teacher's help.
	╱ 10	10	8	6	4	2
	Adjusts pace of speech	The pace and intonation are appropriate.	The pace and intonation are satisfactory.	The pace and intonation are satisfactory, generally without the teacher's help.	The pace and intonation are adequate, with the teacher's help.	The pace and intonation are inadequate, despite the teacher's help.
	╱ 10	10	8	6	4	2
	Uses the appropriate register	The student's style of speaking obeys all established rules and the procedures related to the mode of verbal interaction. The student uses an appropriate and targeted register.	The student's style of speaking obeys the established rules and the procedures related to the mode of verbal interaction. The student uses an adequate register.	The student's style of speaking obeys some rules and the procedures related to the mode of verbal interaction. The student generally uses an adequate register.	The student's style of speaking obeys some rules and procedures related to the mode of verbal interaction. The register is not appropriately modulated.	The student's style of speaking obeys very few rules and procedures related to the mode of verbal interaction. The register is inadequate.
	╱ 5	5	4	3	2	1

Poster Evaluation Table (2 of 2) – English Language Arts Criteria for the **Communicate orally competency**

Criterion	Description/ Breakdown	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development
Use of appropriate wording	**Clarity of communication**	Communications are very coherent and well structured. Wording is well developed and nuanced.	Communications are coherent and well structured. Wording is adequate.	Communications are generally coherent. Wording is generally correct.	Communications are coherent to varying degrees. Wording is hesitant or incomplete.	Communications are very incoherent. Wording is confused.
	╱ 15	15	12	9	6	3
	Choice of vocabulary	The student clarifies his/her communications using an accurate, precise and rich vocabulary.	The student clarifies his/her communications using an accurate and precise vocabulary.	The student clarifies his/her communications using a simple vocabulary.	The student clarifies his/her communications using an imprecise vocabulary.	The student clarifies his/her communications using imprecise or erroneous vocabulary.
	╱ 10	10	8	6	4	2
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