# Oral CPR

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention to Audience</strong></td>
<td>Did not attempt to engage audience</td>
<td>Little attempt to engage audience</td>
<td>Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm</td>
<td>Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused presentation</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle: 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

| Clarity | No apparent logical order of presentation, unclear focus | Content is loosely connected, transitions lack clarity | Sequence of information is well-organized for the most part, but more clarity with transitions is needed | Development of thesis is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow | |

### Standards

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle: 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

| Presentation Length | Greatly exceeding or falling short of allotted time | Exceeding or falling short of allotted time | Remained close to the allotted time | Presented within the allotted time | |

### Standards

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle: 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

<p>| Content | Thesis is unclear and information appears randomly | Thesis is clear, but supporting information is | Information relates to a clear thesis; many relevant | Exceptional use of material that clearly relates to a focused | |</p>
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<tr>
<td>chosen</td>
<td></td>
<td>disconnected</td>
<td>points, but they are somewhat unstructured</td>
<td>thesis; abundance of various supported materials</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle:** 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Creativity**

- Delivery is repetitive with little or no variety in presentation techniques. Fails to use technology.
- Material presented with little interpretation or originality. Uses technology ineffectively.
- Some apparent originality displayed through use of original interpretation of presented materials. Uses technology somewhat effectively.
- Exceptional originality of presented material and interpretation. Effectively integrates the use of technology.

**Standards**

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle:** 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Speaking Skills**

- Monotone; speaker seemed uninterested in material
- Little eye contact; fast speaking rate, little expression, mumbling
- Clear articulation of ideas, but apparently lacks confidence with material
- Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm

**Standards**

**USA- INTASC: Principles from the Model Standards for Beginning Teacher Licensing and Development (1992)**

**Principle:** 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.