

Speaker Under Review

Evaluate what a speaker claims, supports, and emphasizes.

CCSS.ELA-Literacy.SL.11-12.3 "Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Teacher: read all three paragraphs aloud twice in a measured tone. Stress "every learner" and "only two weeks"; pause before the final question. Listeners: cover the speech for reading one. During reading two, underline the claim, box evidence, circle striking words, and star stress/pauses on the text. Write a tone word beside the final paragraph. Then answer individually using what you actually heard.

A Quiet-Space Proposal - fictional student-council speech

- ① Members of the school council, we should reserve twelve library seats for quiet work during lunch for a two-week trial. Quiet is a tool, not a luxury. A crowded lunchroom offers conversation, but every learner also deserves a place to think. Students who need quiet should not have to choose between eating and getting ready for the next class. A small space with a clear purpose could offer another choice without changing the entire lunch period.
- ② Our library club invited forty-eight lunchtime library visitors to answer a question last Friday. Forty said they wanted more quiet study seats. That response shows interest among those visitors, but it does not tell us what students who never enter the library want. I also watched two students leave when they could not find seats. If we make room for them, late assignments will fall. A seat cannot do the work for a student, but it can remove an obstacle.
- ③ The trial would move our eight-member conversation club to the courtyard. The librarian has not yet approved extra supervision, and we have no indoor plan for rainy days. Those details deserve attention. Still, this is only two weeks. We can count who uses the seats and ask both study-space users and displaced club members about the change. Shall we test a limited plan and learn from it, or let another lunch period pass without trying?

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Evaluate the speaker's stance and a premise behind it. What does the premise assume, and how reasonable is it?

- 2** Assess the relevance and limits of BOTH the survey and the observation. What conclusion can they support?

- 3** Evaluate a link between ideas. Identify an unsupported leap and explain what evidence would be needed.

- 4** Analyze a word choice, a point of emphasis, and the tone you actually heard. Explain how each shapes the audience's response.

3 YOUR TURN

Your own words

Use your listening notes to make and defend an overall evaluation. Judge the argument's strength separately from whether you personally like the proposal. Work with a partner after completing your own answers.

1. Organize and deliver your evaluation

Prepare brief notes and give your partner a concise oral evaluation. State an overall judgment, weigh a strength against a limitation, and connect reasoning, evidence, and rhetoric. Include exact words or details from the delivered speech. Your partner listens without interrupting.

2. Test and refine the judgment

Each listener restates the evaluator's judgment and asks one challenge about its support. The evaluator answers and identifies a revision or explains why the original judgment still stands. Switch roles. Record the challenge, your evidence-based reply, and your final judgment.

PART 1 • READ AND MARK

Teacher: read all three paragraphs aloud twice in a measured tone. Stress "every learner" and "only two weeks"; pause before the final question. Listeners: cover the speech for reading one. During reading two, underline the claim, box evidence, circle striking words, and star stress/pauses on the text. Write a tone word beside the final paragraph. Then answer individually using what you actually heard. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Evaluate the speaker's stance and a premise behind it. What does the premise assume, and how reasonable is it?	The speaker favors a twelve-seat quiet-work trial. The premise is that a quiet seat removes a barrier to schoolwork. This is plausible for some students, but their needs differ; access alone does not establish improved assignments.
2	Assess the relevance and limits of BOTH the survey and the observation. What conclusion can they support?	Forty of 48 responding library visitors want more quiet seats; this does not represent the whole school. Two students leaving suggests a possible seating problem without measuring its frequency. Both support investigating demand, not promised academic gains.
3	Evaluate a link between ideas. Identify an unsupported leap and explain what evidence would be needed.	The speech moves from more seats to fewer late assignments without evidence of that effect. A careful comparison would need assignment patterns and other possible causes; simple attendance counts or an uncontrolled before/after change would not prove causation.
4	Analyze a word choice, a point of emphasis, and the tone you actually heard. Explain how each shapes the audience's response.	Calling quiet a tool rather than a luxury frames access as practical and necessary. Stress on every learner invokes fairness; stress on only two weeks makes the trial seem low risk. A measured tone may make an incomplete plan sound reasonable. Accept other observations supported by actual delivery, and require effects rather than labels alone.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative evaluation: The speech gives a reasonable case for investigating quiet-seat demand, but does not yet justify its promised academic effect or a complete operating plan. The 40-of-48 survey is relevant to current library visitors, and the speaker honestly names that limit. Two students leaving add an example, not a schoolwide measure. The claim that late assignments will fall leaps from access to a learning outcome without showing that connection. Calling quiet a tool frames it as necessary; stressing "only two weeks" makes the risk seem small. The measured delivery supports that impression, although the club's rainy-day location and supervision remain unresolved. I would ask for a workable supervision and indoor-space plan before approving a trial.

Illustrative challenge: "Does criticizing the survey mean it is useless?" Reply: "No. It supports demand among the visitors who answered, but not every student or an academic benefit." Final judgment: "Investigate demand, while resolving the operational gaps and avoiding an unsupported promise."

The speech, club, observations, and survey are invented classroom material. Read the specified words and cues, without adding facts or supplying evaluative commentary. Score each listener's own evaluation of stance, premises, links, evidence, word choice, emphasis, and tone. Require a reasoned judgment rather than identification alone. Tone/impact interpretations may differ when supported by actual delivery. The key's measured-tone interpretation assumes the specified reading occurred; do not credit an emphasis the listener did not hear.