



Curriculum Guide

“. . . We also believe that the truth is one, even as God is one. We believe, therefore, that the truth is systematic, and that the different truths are related.”
C. S. Lewis

An Introduction to Our Curriculum

Vision Statement

Our mission is simple, even if the art of education and the pursuit of truth, goodness, and beauty are not: **“As a classical Christian school, we develop Christian leaders who possess the qualities of a deep and reasoned faith, a heart-felt moral compass, a strong command of language, are well read, well rounded, and appreciate beauty. These qualities, we believe, will help them transform the church, the community, and the world.”** Our call is to faithfulness and integrity, and we aim to offer an education that considers the whole person as made in God’s image.

In light of these things, we began with a vision of our “ideal” graduate. What qualities would the student possess, Lord willing, who had completed our k-12 program? How would we define success beyond simple academics, athletics, or other single considerations? To us, a successfully educated student leaves the school with the following six attributes:

- 1. Virtue and mature character**– This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We help students rightly order their affections (the classical Christian definition of virtue) through the study of the great literature of the West and the Bible. Above all else, we teach students to live in accordance with *Coram Deo*—as though they were in the presence of God at all times.
- 2. Sound reason and sound faith**– We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas
- 3. A masterful command of language**– Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is silent. As people of “the Word,” Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.
- 4. Well-rounded competence**– Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.
- 5. Literacy with broad exposure to books**– Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well read in the important literature and ideas of Christian theology and the West.
- 6. An established aesthetic**– Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

With these six attributes as our starting point, we began to evaluate our curriculum in light of the Seven Liberal Arts, and particularly the Trivium, seeking a way to map the path that would take our students from uninstructed youth to mature, educated disciple of Christ. Our analysis helped us define our eleven principal areas of study, as follows with explanation.

(The far left column ties to our [graduate goals](#).)

5 & 6	Bible & Western Literacy	<p>Have you ever seen a reference to Milton in the movies and missed the point? Have you smiled blankly when someone cites a portion of well-known poetry as though you should know it? An educated person has a broad repertoire of famous works with which he or she is at least familiar. The Bible is the foremost of these, and is given the most time in our curriculum. Other examples include poems from Eliot, Longfellow, Shakespeare, and Tennyson, novels by Dickens, Chaucer, or Shelley, and philosophers like Socrates, Hume, or Kierkegaard.</p>
	Aesthetic Literacy	<p>Is everyone born with a developed appreciation for the truly beautiful? Classical education helps students develop an appreciation for great art. This requires exposure to masterpieces of painting, sculpture, drawing, architecture, and other visual works. It also requires exposure to excellent music. We work through hymns, classical music, dance, and master painters, and study what makes great art great.</p>
	Science	<p>Science is a highly-regarded part of our curriculum. Our culture often worships science as part of its materialistic worldview. We do not regard science as a thing to be worshiped, but as a thing reflecting the Glory of God. In this, we may not emphasize science in the same way that other schools may.</p> <p>We interrelate science to God's order and magnitude. In younger grades, we emphasize observation and discovery. In the 6th grade and above, we emphasize the scientific method. From taxonomy down to the order level, the periodic chart, and detailed understandings of animals and insects, our grammar school children know their science. Hands-on science lab is a regular feature</p>

		of our grammar school. In the upper school, physics and chemistry are emphasized as the core sciences.
4	Arithmetic	Saxon math provides an excellent basis for both higher math and logic within our system. Our students advance more quickly than many other schools as we strive to keep kids interested by keeping them challenged.
	Applied Art / Rhetoric Practicum	A well-educated person is competent in many areas with a variety of skills. We continue to expand our efforts to develop the aesthetic of students through a serious pursuit of the arts. Whether it's painting, mosaics, pottery, heraldry, calligraphy, orchestra, chime choir, or physical education, we seek to develop every student's artistic ability.
	Logic & Math	<p><i>"Why don't they teach logic at these schools?"</i> C.S. Lewis, from <i>The Lion, the Witch and the Wardrobe</i>.</p> <p>Practicing the mind in logic prepares students for the development of wisdom. Unfortunately, logic is all but forgotten in modern schools. We use it as the base foundation for our rhetoric program. Higher math factors in the same way. We teach math as it is applied to real life. Application is the key to understanding math.</p>
3	Integrated Language	<p><i>"High thoughts must have high language."</i> Aristophanes.</p> <p>Latin and Greek form the basis for Western culture and language. When studied together with English, students are better spellers, have larger vocabularies, and have a more thorough understanding of grammar. The student's grasp of language affects his very depth of thought as he uses precision in his vocabulary to better understand God and His world. Careful attention to grammar makes the student better at discerning subtle meaning.</p>
	The Art of Rhetoric	Rhetoric has become a negative word in modern culture. But the art of speaking and writing well to persuade others has not become irrelevant. From science to industry to the classroom, those who succeed must communicate effectively. From

		<p>speech meets in our grammar school to formal rhetoric in our high school, no other system emphasizes the importance of speech and writing as much as classical Christian education does.</p>
2	<p>History</p>	<p>The value placed on history is dictated by worldview. To the progressive modernist, history is an interesting study in how we got to our present, enlightened state. By contrast, to the classicist history is the laboratory of the human condition. We study it because it shows the formulation of ideas and the consequences of those ideas-- a core value for wisdom. We cycle through the world's history three times, each with a different purpose. By the final cycle, we expect students to intuitively see the ideas that play their way out in the laboratory of the world.</p>
	<p>The Great Conversation</p>	<p>No part of our curriculum plays a more vital role than the Great Conversation. This conversation uses the Great Books to formulate and evaluate the ideas that shape our culture. In the 1950's, Mortimer Adler and over 40 scholars formalized this study in an attempt to preserve how students had learned for two millennia. As the modern educator gradually eliminated the practice of seeking Truth in great literature, these scholars recognized the loss. The practice of investigating, arguing, and grasping the deep concepts of the best thinkers in history plays a vital role in practicing the mind and developing wisdom. Students may not remember the books they read, but the development of their minds is inescapable. We use the Bible as the greatest book to place a worldview lens over all that we study. In grades 7-9, we begin the conversation. However, students in grades 10-12 thrive on the Socratic discussions of our high-school classroom.</p>
1	<p>Character and Virtue</p>	<p>We study scripture as the primary moral authority, practice students in manners, hold students to a "heart" standard rather than a "rule following" standard, and use story to instill a desire for the right and a disdain for the wrong. In short, we want our students to "Love the Good." <i>"Stories, unlike courses in "moral reasoning," give children some specific reference points."</i> William Bennett. Jesus understood this and His parables survive to</p>

this day as the primary tool for teaching morality. More than any other tool, we use the classic Western stories of honesty, compassion, courage, and perseverance to develop a love of the good in children. Throughout our school, you will hear repeated the stories that strengthen the resolve of children to become servants of God in every area of their life.

Curriculum Roadmap

With our 11 areas of study tied to our vision for a graduate, we map the curriculum as shown in the comprehensive grid below. This is our Master Curriculum Plan, or “Curriculum Roadmap” (see attached document and figure below). This multi-faceted grid visually depicts the scope and sequence of our entire program, built in layers of ascending importance. The eleven subject areas at the left are divided along the Trivium-oriented lines of knowledge (grammar), skill (logic), and wisdom (rhetoric), adding virtue as the crown, and the six goals for a graduate are linked accordingly on the right. Placement of a particular class or subject depends upon where that course fits in the overall purpose of the curriculum, advancing students from left to right and from bottom to the top in their education as they both grow in age and in knowledge, skill, wisdom, and virtue. The virtuous and mature graduate, therefore, stands on the solid foundation of the other five primary attributes.

Foundations Academy/ St. Ambrose Master curriculum plan

	K	1	2	3	4	5	6	7	8	9	10	11	12	Unmet Outcome
Character & Code	All our students memorize and are trained in virtues that promote Christian love, unity, and balance. They also learn responsive reactions with a focus on God and the classroom. Lessons are repeated and taught. We hold students responsible for their efforts as well as their actions.													Virtue Integrity Character
The Great Conversation								Begin working with Socratic dialogues	Logic-level discussions of themes from past works: like the heroes who help students put their own worldview in perspective	Students are taught to connect themes and ideas from across Western civilization to assess their contribution to the great conversation. Readings are typically assigned				Sound Reason Sound Faith
History	No formal history in K-1 Grammar history builds a base of knowledge for US	Mesopotamia Egypt Persia	Ancient Greece Rome	Medieval Ages	Renaissance	American	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	History is an "idea laboratory" providing an idea-examples of what happens when ideas work their way into history and the consequences of those things that... history is a story for the world's people	
The Art of Rhetoric		Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet
Integrated Language	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	• Spelling • Punctuation • Reading • Writing • Grammar	Mastered Language Mastered Math
Logic & Math								Math Logic	Algebra I	Geometry	Algebra II	Trigonometry	Calculus	Logic Math
Art/practical	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	• Children's choir • Reproduce great art	Well-learned and competent
Arithmetic		Basics 1 & 2	Basics 3	Basics 4	Basics 5	Basics 6	Basics 7	Basics 8	Basics 9	Basics 10	Basics 11	Basics 12	Basics 13	Basics 14
Science	Birds Insects, Mammals	Basics 1 & 2	Basics 3	Basics 4	Basics 5	Basics 6	Basics 7	Basics 8	Basics 9	Basics 10	Basics 11	Basics 12	Basics 13	Basics 14
Aesthetic Literacy	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	• Fine Art • Architecture • Music	Harmonized with broad exposure to an established aesthetic.
Bible & Western Literacy	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	• Scripture themes • Children's poems • & stories	Harmonized with broad exposure to an established aesthetic.

Teachers in each of the subjects in this grid are encouraged to read the goals we have on this bigger scale and keep in mind that our goal is not to “get through the material” but to achieve the ends shown above.

We believe that our vision drives our curriculum, and in the tradition of *semper reformata* we continually take steps to revise educational curricula to better achieve our goals in the classical

Christian spirit. This process has led us to strengthen our teaching of core skills in the grammar stage (reading, writing, and arithmetic), our *ethos* of honor in the logic phase, and our emphasis on applied thought and expression in the rhetoric phase through uniquely constructed classes, such as our “Summa” courses. The Humane Letters courses center around the “anchor works” in the Great Books of the Western World and the core ideas that inform the Great Conversation, striving to teach a worldview that reunites faith and reason and gives students access to the vocabulary and thoughts of the great thinkers and writers of our past.

Our vision tells us that aesthetics are important, so we seek to place great art in each classroom and have even kindergartens surrounded by and imitating truly beautiful things. Deeper art integration is a key part of our programs in all subject areas. We also seek excellence in performance, giving students the tools by which to express mastery and create beauty, whether in drama, orchestra, choir, or in the language arts. Our hope is that our students will be well equipped as sharp tools in God’s hand.

Finally, we want every student, despite particular inclinations and gifting, to be exposed to all elements of a well-rounded education, so we are striving to create graduated programs which give all students in our school the foundational tools in any art or educational endeavor. We stress memory at the younger ages, hoping to fill our students with a wealth of invaluable knowledge in the Western Canon. Ultimately, we are about building a love of learning, and we take to heart Dorothy Sayers’ exhortation to develop and impart to students that life-long love and those tools necessary to tackle any challenge in concert with God’s will for their lives.

Curriculum Tree

Our curriculum is supported by a hierarchy of documents, which sometimes appear in the lower left hand corner of a given page. These documents have been placed in the tree below:

Curriculum Guide:
Vision Statement
I
Curriculum Roadmap
I
Course Lead Sheet
I
Course Syllabus
I
Gold Sheet Source Docs.
I
Lesson Plans
I
Rubric

Our curriculum is different in that we depend on the sources (Ad Fontes). This means we minimize the use of textbooks or packaged curricula to teach students. Whenever possible, we learn from source documents (the writings of men like Socrates, Augustine, Herodotus, Boethius, Pascal, etc.) However, in order to ensure that our K-12 objectives are met, we provide a guide that helps teachers accomplish educational objectives with source materials. Because great works are layered, it is a temptation for teachers to bring out the meaning THEY find most compelling in a work. This is not the design. We ask that

We respect our teachers' abilities to teach according to the objectives, without specific direction from a preformed curriculum on how to do so.

Lesson Plans: These are created on a weekly basis by the teachers, giving direction for the teaching of specific works and lessons. Lesson plans should tie into objectives provided by the Gold Sheets, Course Scope and Sequence, and Course Lead Sheets. This ensures that we are regularly in submission to the curricular hierarchy in place to achieve our goals for graduates, regardless of the particular level of implementation.

Rubrics: Five common rubrics are used to assess student work:

A. **Speech Meet Rubric:** This is primarily used in the grammar school for oral presentations and was designed for use specifically in preparing for the school's annual Speech Meet. The rubric considers a variety of skills while delivering a speech or oration, can be used at any level, and offers clear categories for assessment and instruction.

FOUNDATIONS ACADEMY
Elementary Speech Meet – Evaluation Form

Student Name: _____
Grade: _____
Class: _____

Category and Grade Level: Literary Work/Poem (1-6) Memory Verse (1-6) Fable/Fairy Tale (2-4)

Judge: _____

	Poor	Fair	Good	Excellent	Superior	Points	Notes
Volume and Inflection Is it clear and audible throughout AND does he or she use voice effectively?	Difficult to hear throughout AND had no inflection (monotone)	Difficult to hear throughout OR had no inflection (monotone)	Voice mostly clear and audible with some inflection	Voice clear and audible while inflection was purposeful and added interest	Voice clear and audible throughout (clear range of voice from loud to soft) successfully & effectively		
Flow of Language Is the speech memorized well?	Student forgot piece and could not recover	Student had 2+ phrases or a restart	Student had 1-2 phrases and restarts	No noticeable pauses or restarts. Viewed beginning and/or ending	No noticeable pauses or restarts. Flowed well from beginning to end. Speech memorized well.		
Expression & Cadence Does the speech come to life?	No hand motions, gestures, or facial expressions, mechanical cadence	Some hand motions, gestures, or facial expressions, AND cadence too quick or too slow	Some hand motions, gestures, or facial expressions, OR cadence too quick or too slow	Student used hand motions, gestures, OR facial expressions, AND appropriate cadence	Student integrated hand motions, gestures, AND facial expressions with the appropriate cadence to purchase substance of speech		
Enunciation & Punctuation Is the presentation clear, crisp and understandable?	Words were indistinct and couldn't be understood	2 or more mispronunciations or unclear words	1-2 mispronunciations or unclear words	No mispronunciations or unclear words. Most phrases are distinct	No mispronunciations. All words, phrases are clear, crisp, and easily understood		
Eye Contact Does the speaker engage the audience?	No eye contact with the audience at all	Intermittent eye contact with audience	Spinning, scanning, scans back and forth (no eye contact)	Maintained eye contact with most of the audience most of the time	Eye contact was made with full range of the audience maintained interest of audience entire time		
Poise & Posture Did the student maintain composure and appear confident?	Student completely lost their poise	Student had composure but posture was constantly distracting	Student had composure but some distracting movements	Movement, position, and posture not distracting, student maintained poise from start to end	Effective use of movement, position, and posture that added to the poise, maintained poise from start to end		
TOTAL POINTS							

Final Rating: (circle one)
Fair 7-12
Good first attempt, but practicing your piece in front of others will help you improve.

Good 13-21
You've worked hard to learn your piece and you've practiced. You've had a solid performance.

Excellent 22-26
You've put obvious effort into learning your piece and worked on making it enjoyable for the audience to watch.

Superior 27-30
You worked very hard to memorize your piece and have obviously worked on making an interesting and effective presentation.

B. **ERB Writing Rubric:** Provided by the Educational Records Bureau, this 6-columned rubric can be used to assess written work between grades 3 and 8. In addition to using this rubric internally to improve our students' writing skills, we administer the WrAP test annually to measure progress against standardized scores.

Ambrose Persuasive Writing Rubric

	Excellent	Good	Developing	Poor
Invention Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Thoughtful topic 2. Clearly debatable and defensible topic 3. Logic of argument is clear 4. Convincing support gathered for topic 5. All feedback taken into consideration 	<ol style="list-style-type: none"> 1. Somewhat thoughtful topic 2. Possibly debatable and defensible topic 3. Logic is mostly clear 4. Some convincing support gathered 5. Almost all feedback taken into consideration 	<ol style="list-style-type: none"> 1. Topic is considered but not defensible 2. Topic is fairly obvious or not defensible 3. Topic is logically confused 4. Support is gathered, but most of it is not convincing 5. Some feedback taken into consideration 	<ol style="list-style-type: none"> 1. Topic is frivolous 2. Topic is one-sided and indefensible 3. Topic is illogical 4. Very little clear or convincing support for topic gathered 5. Feedback on topic not taken into consideration
Arrangement Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Exordium-attention grabbing, on topic 2. Narratio-sets the context in a succinct and memorable way 3. Partitio-clear thesis with enumeration, defensible and reasonable, gives clear direction to the paper 4. Confirmatio-apt and persuasive support given, using logos, ethos, and pathos 5. Refutatio-opposing arguments handled and disposed of fairly 6. Peroratio- summarizes the topic well, giving its universal significance and specific applications 	<ol style="list-style-type: none"> 1. Exordium-somewhat attention grabbing and on topic 2. Narratio-sets the context but not in a memorable way 3. Partitio-clear thesis with enumeration, mostly defensible, and gives general direction to the paper 4. Confirmatio-general support given, using logos, ethos, and pathos 5. Refutatio-opposing arguments mentioned but not answered well 6. Peroratio- summarizes the topic, but does not give its universal significance or specific applications 	<ol style="list-style-type: none"> 1. Exordium-either does not grab attention or not related to the topic 2. Narratio-sets the context incompletely 3. Partitio-unclear thesis with or without enumeration which leaves the reader confused as to the direction of the paper 4. Confirmatio-some support given, but missing either logos, ethos, or pathos 5. Refutatio-Some important opposing arguments missing or mishandled 6. Peroratio- fails to summarize the topic well, and is missing either its universal significance or specific applications 	<ol style="list-style-type: none"> 1. Exordium-trite and unrelated to the topic 2. Narratio-fails to set the context of the topic 3. Partitio-confused thesis with no enumeration, indefensible and unreasonable 4. Confirmatio-bad or no support given, and no use of logos, ethos, or pathos 5. Refutatio-Most opposing arguments not given or not handled fairly 6. Peroratio- does not summarize the topic or give its significance or application.
Style Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Diction always appropriate to audience 2. All transitions between paper sections are clear 3. Figures of speech used aptly 4. No grammatical errors 5. No formatting errors 	<ol style="list-style-type: none"> 1. Diction mostly appropriate 2. Most transitions between paper sections are clear 3. Figures of speech used aptly 4. 1-2 grammatical errors 5. 1-2 formatting errors 	<ol style="list-style-type: none"> 1. Some inappropriate diction used 2. Many transitions in the paper are unclear 3. Figures of speech used aptly 4. 3-4 grammatical errors 5. 3-4 formatting errors 	<ol style="list-style-type: none"> 1. Diction inappropriate throughout 2. No transitions used between paper sections 3. No figures of speech or used but not appropriately 4. Five or more grammatical errors 5. Five or more formatting errors

E. **Oral Presentation Rubric:** The Oral Presentation rubric will help assess any major speaking opportunity in the upper school, but is mainly used in the rhetoric courses. The four main sections of the rubric are taken from the five Canons of rhetoric developed by the Greeks and refined by Cicero: Arrangement, Style, Memory and Delivery. The rubric should help students give persuasive speeches using all three aspects of oral persuasion: ethos, pathos and logos.

Ambrose Oral Presentation Rubric

	Excellent	Good	Developing	Poor
Arrangement Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Introduction-attention grabbing, on topic, and interesting 2. Thesis-clear thesis, easily recognized, and gives a clear preview of the presentation's structure 3. Support- apt and persuasive support, that includes use of the Bible 4. Opposition-opposing arguments handled and disposed of fairly 5. Conclusion- summarizes the topic well, gives universal significance and specific applications that rouse the audience to action 	<ol style="list-style-type: none"> 1. Introduction-somewhat attention grabbing and on topic 2. Thesis-clear thesis, easily recognized, and gives general direction to the presentation 3. Support- general support given, including use of the Bible 4. Opposition-opposing arguments mentioned but not answered well 5. Conclusion- summarizes the topic, but does not give its universal significance or specific applications 	<ol style="list-style-type: none"> 1. Introduction-either does not grab attention or not related to the topic 2. Thesis-unclear thesis which leaves the reader confused as to the direction of the paper 3. Support- support given, but missing important or obvious support 4. Opposition- Some important opposing arguments missing or mishandled 5. Conclusion- fails to summarize the topic well, and is missing either its universal significance or specific applications 	<ol style="list-style-type: none"> 1. Introduction-trite and unrelated to the topic 2. Thesis-confused thesis, indefensible and leaves the audience confused. 3. Support- bad or no support given, and no use of biblical support 4. Opposition- Most opposing arguments not given or not handled fairly 5. Conclusion- does not summarize the topic or give its significance or application.
Style Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Word choice always appropriate to audience 2. All transitions between presentation sections are clear 3. Figurative and persuasive language used aptly, and often to rousing effect 	<ol style="list-style-type: none"> 1. Word choice mostly appropriate to audience 2. Most transitions between presentation sections are clear 3. Figurative and persuasive language used aptly 	<ol style="list-style-type: none"> 1. Some inappropriate word choices 2. Many transitions in the presentation are unclear 3. Some figurative and persuasive language used, but off topic and/or to poor effect 	<ol style="list-style-type: none"> 1. Word choices inappropriate throughout 2. No transitions used between presentation sections 3. Little figurative and persuasive language used, off topic or to poor effect
Memory	The speech was well practiced, including the memorization of the introduction and the Conclusion, and minimal use of notes.	The speech was practiced, including partial memorization of the introduction and the Conclusion, and minimal use of notes.	The speech was practiced, but the introduction and the conclusion relied on notes, as well as the rest of the paper	The speech did not appear to be practiced, so notes were used heavily, or the paper read out loud.
Delivery Each numbered point assessed separately	<ol style="list-style-type: none"> 1. Speaker gains the full attention of the audience before starting 2. Speaker uses an appropriate rate of speech and volume 3. Speaker's words flow with few verbal distractions 4. Speaker often makes meaningful eye contact with the audience 5. Speaker uses gestures and non-verbal behavior to aid communication 6. Speaker engages the audience and seems relaxed and natural 7. Speaker's posture and dress is professional 	<ol style="list-style-type: none"> 1. Speaker gains the attention of most of the audience 2. Speaker uses appropriate rate of speech and volume with an occasional lapse. 3. Speaker's words flow, but contains some verbal distractions 4. Speaker makes some meaningful eye contact with the audience 5. Speaker uses gestures and non-verbal behavior which is occasionally distracting 6. Speaker engages the audience but may be a bit nervous. 7. Either Speaker's posture or dress is professional 	<ol style="list-style-type: none"> 1. Speaker begins before audience is ready to listen 2. Speaker's words are at times hard to understand or hear. 3. Speaker uses a few filler words and sometimes stops to look at notes 4. Speaker makes eye contact, but looks worried or scared 5. Speaker uses gestures and non-verbal behavior but often seems stiff 6. Speaker has trouble engaging the audience and seems nervous 7. Both speaker's posture and dress needs improvement, but is marginally acceptable 	<ol style="list-style-type: none"> 1. Speaker seems hurried to start or distracted 2. Speaker's voice is often monotone, too soft, slurred, or grating 3. Speaker uses frequent filler words and unnatural pauses 4. Speaker makes no eye contact or always looking at one person 5. Speaker's gestures are nervous, arrogant, or unnatural 6. Speaker is off-putting to the audience, or seems very stiff or wooden 7. Speaker is not dressed appropriately and posture shows boredom or extreme aggressiveness

