

PREPARED SPEAKING RUBRIC – (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE

Code		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved
		Code 7	Code 6	Code 5	Code 4	Code 3	Code 2	Code 1
Criteria		16 – 20	14 – 15	12 – 13	10 – 11	8 – 9	6 – 7	5 – 6
Planning	10	Outstanding evidence that more than the minimum of two relevant resources have been effectively consulted and acknowledged.	Convincing evidence that more than the minimum of two relevant resources have been consulted and acknowledged.	Very good evidence that a minimum of two relevant resources have been consulted and acknowledged.	Good evidence that a relevant resource has been consulted and acknowledged.	Some evidence that a relevant resource was used.	Limited evidence of use of a resource.	No evidence of resources used.
Content	20	Outstanding choice of topic which is original, relevant and sensitive to the audience. Outstanding introduction which immediately grasps audience attention, outstanding development of ideas and argument, outstanding conclusion that ends the speech skillfully.	Convincing choice of topic which is largely original, relevant and sensitive to the audience. Convincing introduction which grasps audience attention, convincing development of ideas and argument, convincing conclusion that ends the speech skillfully.	Very good choice of topic which is original and sensitive to the audience. Very good introduction which grasps audience attention, very good development of ideas and argument, very good conclusion that ends the speech skillfully.	Good choice of topic which is original and sensitive to the audience. Good introduction, good audience attention, good development of ideas and argument, good conclusion that ends the speech.	Choice of topic shows some originality and sensitivity to the audience. Some evidence of introduction, audience attention, development of ideas and argument, and some attempt at a conclusion.	Choice of topic shows limited originality and sensitivity to the audience. Limited evidence of introduction, audience attention, development of ideas and argument, and a limited attempt at a conclusion.	Choice of topic shows little or no originality or sensitivity to the audience. Little or no evidence of introduction, audience attention, development of ideas and argument, and no attempt at a conclusion. Speech completely plagiarised.
Critical use of language	20	Outstanding ability to manipulate language. Outstanding vocabulary.	Convincing ability to manipulate language. Convincing vocabulary.	Very good ability to manipulate language. Very good vocabulary.	Good ability to manipulate language. Good vocabulary.	Some ability to manipulate language. Moderate use of vocabulary.	Limited ability to manipulate language. Limited vocabulary.	Unable to manipulate language. Very limited vocabulary.

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CBSE Class 12 Biology Chapter-wise Question Bank - NCERT + Exemplar + PAST 15 Years Solved Papers 8th Edition Disha Experts, 2022-08-02 The thoroughly Updated 8th Edition of the book CBSE Class 12 Biology Chapter wise Question Bank NCERT Exemplar PAST 15 Years Solved Papers provides Step by step Chapter wise Solutions to the 3 Most Important requirements of the students The book is divided into 3 sections Section 1 NCERT Exercise consists of solutions to all Intext and chapter exercises Section 2 Past Year Questions of Past 13 years with Solutions Section 3 Exemplar Problems Solutions to select NCERT Exemplar problems The Book will prove to be a One Stop Question Bank for CBSE Exams

Introduction to Speech Sound Disorders Françoise Brosseau-Lapr , Susan Rvachew, 2018-12-17 Introduction to Speech Sound Disorders is a comprehensive textbook for undergraduate speech sound disorders courses in communication sciences and disorders programs The text covers the major concepts and constructs currently framing the study of speech sound disorders in children including typical and atypical phonological acquisition and clinical skills regarding assessment and intervention The text is designed to prepare students for graduate level study of speech sound disorders and early supervised clinical practice with children The text and associated website are intended to support new and experienced instructors as they strive to facilitate novice level clinical competencies in their speech language pathology students Key Features Detailed organization that provides foundational knowledge and then leads the student through the logical sequence of clinical activities Coherent organization that ensures that all new terms are defined and the student s understanding is enriched by repeated application in new contexts throughout Clear terms and explanations that reflect current research evidence in speech sound disorders Detailed examples illustrations tables and figures throughout to increase comprehension for undergraduate students Each chapter begins with learning objectives and ends with study questions Practice activities are included throughout to encourage interactive learning Key Point boxes encourage review of important content at the end of each section Introduction to Speech Sound Disorders begins with basic concepts in phonetics and phonology covers normal phonological development and then details assessment interpretation and diagnosis treatment planning and finally the selection and implementation of an appropriate intervention It ends with a description of input output and phonological treatment procedures The text is evidence based and includes the most current research on speech sound disorders Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book

Readers Front & Center Dorothy J. Barnhouse, 2014 Every teacher wants and expects his or her students to be reading increasingly complex texts yet sometimes the gap between our expectations and our students abilities seems wide and deep It s tempting to look at that gap and step in to fill it for them but then we d be doing most of the heavy lifting the understanding analysis and interpretation that our students should be learning for themselves So how can teachers reverse this trend and ensure that our students are fully entering absorbing and

experiencing texts How can we make sure they re making complex meaning independently and proficiently as the Common Core State Standards require Readers Front Center answers these questions by framing instruction that starts with the student You ll learn how to do the following Research and listen to your students so your teaching can be more targeted Notice and name your students thinking so they can see what complex thinking looks and sounds like Set your students up to be problem solvers Prepare your students to do increasingly complex thinking in increasingly complex texts Filled with examples of one on one conferences small groups and whole class scenarios this essential book provides an accessible and inspiring model of how and why we need to put students at the front and center of our teaching Behavioral and

Physiological Bases of Attentional Biases: Paradigms, Participants, and Stimuli Daniela M. Pfabigan, Ulrich S.

Tran, 2015-08-21 Attentional biases ABs play a prominent role in the development and maintenance of clinically relevant symptoms of for example anxiety and depression In particular increased attentional orienting and preoccupation with biologically relevant and mood congruent stimuli has been observed suggesting that the visual attentional system is overly sensitive towards threat cues and avoidant of cues of reward in these disorders First several experimental paradigms have been used to assess ABs e g the dot probe task the emotional stroop task and the spatial cueing task amongst others Yet these paradigms are based on different theoretical backgrounds and target different stages of the attentional process Thus different paradigms provided converging as well as diverging evidence with regard to ABs However it is often not entirely clear to what extent this reflects real differences and commonalities or is caused by differences in methodology For example behavioral reaction time data can only provide a snapshot of selective attention Measuring event related potentials eye movements or functional brain imaging data enables exploring the exact temporal and spatial dynamics of attentional processes Moreover neuroimaging data reveal specific cortical networks involved in directing attention toward a stimulus or disengaging from it Second ABs have been mainly discussed as symptoms of psychopathology while results in healthy participants are still scarce previous studies mostly compared extreme groups However a comprehensive theoretical and empirical account of ABs in psychopathology also requires a thorough account of ABs in the general healthy population Moreover the effect of gender as an important contributing factor in processing of emotional stimuli has also not been considered systematically in previous research Third a variety of stimuli has been used in the assessment of ABs So far mostly facial or word stimuli have been applied However in everyday life not only facial emotion recognition but also a fast evaluation of complex social situations is important to be effective in social interactions Recent research started using more complex stimuli to raise ecological validity However the use of ecologically valid stimuli poses some methodological challenges and needs to be applied more systematically The aim of this research topic is to integrate different paradigms and stimuli addressing individuals from the whole range of the population continuum and to apply different methodological approaches It is intended to bring together expertise in stimulus selection timing and implementing issues advancing and

broadening the overall understanding of ABs *Inclusive Texts in Elementary Classrooms* Amy J. Heineke, Aimee Papola-Ellis, 2022 Learn how to put children's diverse and storied experiences at the center of the curriculum Schools are more diverse than ever before but the texts and materials that typify classroom curricula continue to prioritize so called mainstream stories and perspectives These canonical texts often exclude the nuanced identities and rich lived experiences of the very children sitting in today's classrooms But kids thrive when they see themselves in texts and learn about the world around them by connecting with the experiences of others Based on the authors work with elementary school teachers over the last decade this resource offers strategies for moving away from canonical texts The authors present a four part framework for selecting using and engaging students with texts that promote children's identity development literacy engagement and comprehension and learning across the content areas The practical text provides guidance for setting learning goals that align with relevant standards and curricular directives as well as classrooms examples teaching strategies and reflective questions Book Features An actionable way for teachers to move from theory to practice using what we know about culturally relevant practice and critical literacy to create instruction that enhances children's classroom experiences and learning An inclusive and intersectional approach that supports all teachers in enhancing their classroom libraries and curricular resources for the benefit of all students Specific ideas for texts and authors as well as more generalizable themes and ideas that will guide future exploration and use of texts in classrooms Tangible strategies and rich classrooms examples from 20 expert teachers spanning diverse elementary school settings Reflective questions to help practitioners personalize the content to their own contexts *Baetulo: marques i terrisseries d'amfores*, 2025-10-08 [The Exoplanet Handbook](#) Michael Perryman, 2018-08-30 A complete and in depth review of exoplanet research covering the discovery methods physics and theoretical background **Jahrbuch für Liturgik und Hymnologie** Andreas Marti, Ada Kadelbach, Irmgard Scheitler, Jörg Neijenhuis, Matthias Schneider, Alexander Deeg, Michael Meyer-Blanck, Helmut Schwier, Liturgiewissenschaftliches Institut der VELKD, 2013-11-07 Der liturgische Teil trägt Beobachtungen zur Widerzulassung der vorkonziliaren Messe in der Römisch-katholischen Kirche zusammen und fragt ob damit die Messopferproblematik wieder zur Diskussion gestellt wird Ein weiterer Beitrag informiert über historische Perikopenordnungen Die EDK die VELKD und die UEK planen bis zum Reformationsjubiläum um 2017 eine Revision der Perikopenordnung zu veröffentlichen Ein weiterer Beitrag stellt einen neuen Quellenfund zur Nürnberger deutschen Messe von 1542 des Wolfgang Volprecht vor und vergleicht diese Handschrift mit den bereits bekannten Quellen Die hymnologischen Beiträge listen die geistlichen Gedichte von Johann Rist mit ihren Quellen und Vertonungen auf und berichten über die Ausstellung zur Thüringischen Gesangbuchgeschichte vom vergangenen Jahr in Gotha Eine umfangreiche Darstellung des griechisch-byzantinischen liturgischen Gesangs weitet zudem den Blick über das bisherige Arbeitsgebiet der deutschsprachigen Hymnologie hinaus Sie zeigt im Detail auf wie bei dieser Art des liturgischen Singens der Text in seiner

geistlichen Bedeutung zur Geltung kommt

Metal Worker, Plumber and Steam Fitter ,1877

Perception and

Cognition: Interactions in the Aging Brain

Harriet A. Allen, Katherine L. Roberts, 2016-09-13 Healthy ageing can lead to declines in both perceptual and cognitive functions Impaired perception such as that resulting from hearing loss or reduced visual or tactile resolution increases demands on higher level cognitive functions to cope or compensate It is possible for example to use focused attention to overcome perceptual limitations Unfortunately cognitive functions also decline in old age This can mean that perceptual impairments are exacerbated by cognitive decline and vice versa but also means that interventions aimed at one type of decline can lead to improvements in the other Just as improved cognition can ameliorate perceptual deficits improving the stimulus can help offset cognitive deficits For example making directions and routes easy to follow can help compensate for declines in navigation abilities In this Topic we bring together papers from both auditory and visual researchers that address the interaction between perception and cognition in the ageing brain Many of the studies demonstrate that a broadening of representations or increased reliance on gist underlie perceptual and cognitive age related declines There is also clear evidence that impaired perception is associated with poor cognition although encouragingly it can also be seen that good perception is associated with better cognition Compensatory cognitive strategies were less successful in improving perception than might be expected We also present papers which highlight important methodological considerations that are required when studying the older brain

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state meditation is practiced in numerous religious traditions

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web der begriff meditation kommt ursprünglich aus dem lateinischen und bezeichnet das tiefe nachdenken oder sinnieren über etwas es handelt sich dabei um verschiedene geistes und gedankenübungen die in vielen kulturen und religionen fester bestandteil der spirituellen praxis sind meditation soll dazu dienen den geist zu sammeln und zu

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web jan 12 2016 meditation bedeutet in einem zustand des nichts tuns zu sein meditation ist kein tun sondern ein seinszustand meditation ist in seinem eigenen selbst zu ruhen osho meditation ist nicht etwa nur ein kleiner zusatz zu deinem bisherigen leben sie kommt zu dir nur über eine grundlegende transformation eine völlige veränderung

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