

To the Student:

After your registration is complete, you may take the Credit by Examination for PSPKG 3A, Public Speaking. (If you are taking the print exam, your proctor must be approved.)

WHAT TO BRING

- your completed, **video-recorded speech** (see below)
- for CBEs proctored online, you will upload your video speech from your computer or removable media
- for print CBEs, you will submit your video speech on a non-returnable USB flash drive

ABOUT THE EXAM

The examination for Public Speaking 3A is in two parts:

- **Speech Presentation Video** (100 points)
 - ◇ **You are required to prepare the speech in advance and to digitally record the speech.**
 - ◆ **ONLINE:** The speech must be uploaded to the Blackboard CBE site before you can access the Quiz portion of the exam.
 - ◆ **PRINT:** You will turn in your USB drive to your proctor on the day you take the written part of the exam.
 - ◇ Instructions for recording the Speech Presentation Video are included on page 3 of this document.
- **Comprehensive Exam:**
 - ◇ 42 multiple choice and 2 short answer questions (100 points total)

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The exam will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school. The grades from the written exam (75%) and the video speech presentation (25%) will combine for the overall PSPKG 3A examination grade (100%).

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school.

Good luck on your examination!

Instructions for Speech Presentation Video

The first section of this exam requires that you make a speech presentation. **You will need a digital video camera or smartphone and a recordable USB flash drive.**

- **ONLINE CBE:** The Speech Presentation must be recorded and uploaded to the Blackboard CBE site *before* completing the Quiz portion of the exam. You will not be able to access the Quiz until your recorded Spoken Assignment is uploaded for grading.
- **PRINT CBE:** You are required to prepare the speech in advance and to digitally record the speech. You will turn in your USB drive to your proctor on the day you take the written part of the exam.

See “Video Help” on the next page for information about hardware and software to record video.

You are to present an informative extemporaneous speech on the topic of your choice. Please follow the directions below and keep in mind the principles of good speech communication.

1. The topic of the speech must be appropriate for the audience. Do not discuss a topic that the audience would find offensive! Also, you want to choose a topic that you believe would be interesting and informative. (Don’t forget that in this situation, your instructor is the “audience” you need to consider.)
2. The speech must be original. You may not read from a speech, or even a text, that is not your work. (You may refer to another’s words if you use proper forms of citation, but there’s not much time to refer to sources in a speech of this length.)
3. Be sure that you keep the speech informative. Many people tend to throw in an extra opinion or two. Keep all biased or persuasive information out of this speech.
4. The speech must be **between three and five minutes long**. No more, and no less. Your speech must be substantial; it must be worth hearing, without a lot of “filler” just to take up the time. Also, be aware of your speed. Many people tend to speak ninety miles an hour when they’re nervous.
5. Never, ever *read* your speech! You should learn the content of the speech, but speak extemporaneously. You may **not** use notecards. Also, do not memorize! Memorized speeches sound stilted and artificial.
6. For the actual presentation, you need an audience. You are required to have at least 12 people in the audience for full credit. You can either scan the audience with the camera before the speech or you can wide-angle your camera so that both you and the audience can be seen. No matter which option you choose, be sure that I can see your entire body during the presentation.

Video Help

There are many ways for you to produce videos depending on what resources you have available. Some students utilize mobile devices to produce the video file and some students use a digital camera/camcorder to record a video and use desktop software to import, compress, and export the video file. The choice is yours to make.

Regardless of which software you use, you must save the video file to your computer or removable media (such as a USB drive). For **online CBEs**, you will upload the file into the online assignment. For **print CBEs**, you will bring the USB drive with you to the testing center.

There are many ways to produce videos depending on what resources you have available.

Equipment: You can use anything from your smartphone, a small tripod or kickstand, and a clip microphone with jack, to a dedicated vlogging camera with omnidirectional mike and lighting kit. Start with what you have available *before* you spend a lot of money!

Software: You may use any software that you already have or download free software. The video file must be:

- .mp4/.mpeg4/.wmv format (Windows) or .mov/.3gp (Mac)
- 20 MB or less in file size

The following recording/formatting software is available in various platforms:

WINDOWS, LINUX, and MAC

- Windows Video Editor (included with Windows 10; see [instructions](#))
- Clipchamp (included with Windows 11; see [instructions](#))
- Windows Live Movie Maker (included with older PCs, discontinued in 2017; see [instructions](#))
- [Lightworks](#)
- [DaVinci Resolve](#)
- [OpenShot](#)
- [Shotcut](#)

APPLE iOS ONLY

- iMovie (included with all Macs starting in October 2010; see [instructions](#))

For more information about iMovie versions, see [Wikipedia: iMovie](#).

ONLINE

- [YouTube Studio](#)
- [Vimeo](#)
- [Wondershare Filmora](#)
- [WeVideo](#)

Importing/Editing

Instructions for Windows Video Editor, Clipchamp, Windows Live Movie Maker, and Apple iMovie are linked above. For other software, please refer to the help section of the program you are using or search the Internet (example: “Windows Movie Maker Import”).

Exporting/Compressing

Using a Video Editing Program

Depending on the size requirements of your assignment, you may need to compress your raw video file. This process is done by “sharing” or “exporting” your video using one of the programs mentioned above. The program has presets that you can use. Generally, using the small size preset such as “**Save/Compress movie for email**” will export and compress the video sufficiently. If not, you will need to create a custom preset and lower the quality settings.

Using YouTube Studio

1. Login to [YouTube Studio](#) (you may need to create a YouTube account).
2. On the Channel Dashboard, you will see the option to upload videos.
3. Once the video has been uploaded and processed, it will be live on YouTube. Access to the video depends on the privacy settings you chose when uploading.
4. In your Channel Content list, mouse over the video you wish to edit. Several buttons will appear; you may click the “Details” button to edit the video or “Options” to get a shareable link, download it, or delete it. There are many video tutorials (on YouTube, of course!) to help familiarize you with YouTube Studio, or you can start with [Google Support](#).
5. After editing your video, download it to your computer. Depending on your settings, “Download” may automatically drop the file in your Downloads folder.
6. Your video will then be ready for uploading into Blackboard.

continued →

Naming Your File

When you export your video, use the following format as the name of your video:

For Windows users:

firstnamelastname_PSPKG_CBE_speech.mp4, .mpeg4, or .wmv
i.e., joesmith_PSPKG_CBE_speech.mp4

or

For Mac users:

firstnamelastname_PSPKG_CBE_speech.mov or .3gp
i.e., joesmith_PSPKG_CBE_speech.mov

Remember:

- For **online CBEs**, you must upload your speech presentation to the Blackboard CBE site *before* you can access the Quiz portion of the exam.
- For **print CBEs**, bring the USB flash drive with your speech presentation on it to the testing center when you go to take the written portion of the PSPKG 3A CBE.

PSPKG Speech Grading Rubric

Criteria	Level 1	Level 2	Level 4	Level 6
Attention Gained Weight 5.00%	0.00 % Does not meet the requirement.	20.00 % Remember to start by grabbing your audience's attention.	60.00 % Utilize more creativity in drawing your audience into the speech.	100.00 % Great build up of anticipation within your audience.
Topic/Thesis Stated Clearly Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % It is not clear what your speech is about.	60.00 % Tell us exactly what you will be speaking about.	100.00 % Great clarity in stating thesis/topic.
Topic Appropriate Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % This topic is inappropriate for your audience.	60.00 % Topic needs a clearer link to your audience.	100.00 % Great topic for this audience.
Credibility Established Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % No credibility offered/explained.	60.00 % Be sure to tell us your exact expertise with this issue.	100.00 % It is clear that you are a credible speaker.
Main Points Previewed Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Structure is unclear/lacking organization.	60.00 % Tell us exactly what your main points will be.	100.00 % Structure set up clearly and effectively.
Structure Clear/ Logical Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Structure is unclear/lacking organization.	60.00 % Provide more clarity to your exact structure.	100.00 % Well thought-out and executed organization.
Transitions Used Well Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Transitions not used effectively.	60.00 % Transitions lack clarity at times.	100.00 % Transitions clear and easy to follow.
Sources Cited Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % No sources offered.	60.00 % Be sure to cite all sources in your speech.	100.00 % Good clarity to source citation.

Criteria	Level 1	Level 2	Level 4	Level 6
Usefulness of Information Clear Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % The information is not presented in a way that makes its usefulness clear.	60.00 % Give more consideration to how your audience could use this information.	100.00 % It is clear how your audience could use this information.
Audience Adaptation Utilized Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Remember to always consider the thoughts/feelings/opinions of your audience.	60.00 % Do more to continually connect the speech to your immediate audience.	100.00 % You kept your audience in mind well throughout the speech.
Language Clear/ Appropriate Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Inappropriate language can cause your audience to disconnect.	60.00 % Give more thought to connecting through creative language.	100.00 % Great creativity and clarity in language use.
Sustained Eye Contact Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Remember to talk to your audience; don't look away from us/at notes.	60.00 % Be sure to sustain your eye contact with a variety of audience members	100.00 % Excellent connection with audience through eye contact.
Engaging Energy Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Reading can flatten your energy and make it hard for your audience to connect to you.	60.00 % Work to vary your energy more throughout the speech.	100.00 % Great natural energy - it is clear that you care about this issue.
Confident Tone/ Volume Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % At times you seem unsure of your material.	60.00 % More familiarity with material would build your confidence in delivery.	100.00 % Great confidence - you clearly know your stuff.

Criteria	Level 1	Level 2	Level 4	Level 6
Confident Stance/Gestures Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Work to utilize gesturing and movement to add to delivery.	60.00 % Be careful not to move in an unmotivated (unconsciously with nervous energy) way.	100.00 % You seem very comfortable in your delivery as a speaker.
Notes Used Well Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % You are relying too heavily upon your notes.	60.00 % Work to balance out your note use so they keep you on track but don't take you away from us.	100.00 % Great balance of note use.
Close Signaled Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Close came too abruptly.	60.00 % Be sure to tell us exactly where you are in the speech.	100.00 % Great clarity to closing transition.
Purpose Reinforced Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Purpose/focused lost by end of speech.	60.00 % Purpose loses some focus toward the end of the speech.	100.00 % Purpose well carried throughout the speech.
Review Offered Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % No review of main points offered.	60.00 % Be sure to remind us of your exact structure before closing.	100.00 % Well detailed summary of main points.
Closed with Strength Weight 5.00%	0.00 % Does not meet the requirements.	20.00 % Closing line lacked purpose.	60.00 % Give more thought to how you will leave your audience thinking about this issue.	100.00 % Close is well through-out and thought provoking.

PSPKG 3A Key Concepts

Before taking this exam, the student should be able to do the following:

- explain what is meant by “rhetoric”;
- identify rhetoric as a particular form of utterance;
- describe Aristotle’s three rhetorical proofs;
- explain how those proofs impact the persuasiveness of a speech;
- describe Cicero’s five canons of rhetoric as well as what each one refers to;
- explain how rhetoric influenced the development of the first democracy and the Roman Republic;
- explain how the Roman Republic influenced the development of many other political systems throughout Europe and the rest of the world;
- explain why Hitler’s rhetoric was biased and illogical;
- explain why Hitler’s rhetoric was successful despite its biased and illogical nature;
- define bias, prejudice, and propaganda;
- identify some of the basic manipulative techniques used in advertising;
- explain how an emotional effect can be created in a speech through repetition;
- define active listening;
- demonstrate various strategies for active listening including repetition, note-taking, and mental imagery;
- identify your own tendencies to distraction to guard against them;
- describe the three different types of public speech and their characteristics;
- explain the intention of each type of public speech;
- deconstruct a speech to examine the purpose of each section;
- explain how the structure of a speech can inspire emotions in the listener;
- explain how the purpose of your speech affects subject and tone;
- identify the purpose of your speech;
- identify the audience’s expectations and your own aims;
- choose an appropriate subject and tone;
- identify the persuasive angles of other people’s speeches;
- find your own persuasive angle;
- explain the difference between a primary and a secondary source;
- describe the different characteristics of studying, reading, and research;

- describe the differences among various information sources;
- assess the quality of a piece of information;
- weigh pieces of factual evidence to come to a conclusion;
- consider the implications of a piece of information;
- identify different types of supporting materials;
- explain why supporting materials are important and where they are found;
- understand where to find supporting materials from different types of sources;
- understand guidelines on how to evaluate and use supporting materials;
- explain what it means to be an ethical speaker;
- describe the importance of analyzing sources;
- demonstrate how to cite sources accurately to avoid plagiarism;
- understand general principles for speaking ethically;
- describe why an outline is important;
- identify the three types of outlines used in public speaking;
- explain how to create an outline for a speech; and
- discuss the purpose of introductions and conclusions.

Texas Essential Knowledge and Skills PSPKG 3 – Public Speaking III

(a) Introduction.

(1) In order to have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) The essential knowledge and skills as well as the student expectations for Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:

(A) recognize the influence of classical rhetoric in shaping Western thought;

(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery;

(C) analyze how modern public address influences public opinion and policy in a democratic republic;

(D) analyze the ethical responsibilities that accompany freedom of speech;

(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches; and

(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches.

(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:

(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion;

(B) identify and analyze logical patterns of organization for specific speech forms;

(C) identify and analyze the characteristics of a speech to inform;

(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy;

(E) identify and analyze characteristics of speeches for special occasions; and

(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.

(3) Invention. The student plans speeches. The student is expected to:

(A) identify and analyze the audience and occasion as a basis for choosing speech strategies;

(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic;

(C) select and limit purposes for speeches;

(D) research topics using primary and secondary sources, including electronic technology; and

(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion.

(4) Organization. The student organizes speeches. The student is expected to:

(A) apply knowledge of speech form to organize and design speeches;

(B) organize speeches effectively for specific topics, purposes, audiences, and occasions;

(C) choose logical patterns of organization for bodies of speech;

(D) prepare outlines reflecting logical organization; and

(E) analyze and evaluate the organization of oral or written speech models.

- (5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:
- (A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches;
 - (B) choose logical proofs and appeals that meet standard tests of evidence;
 - (C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches;
 - (D) choose proofs and appeals that enhance a specific topic, purpose, and tone;
 - (E) choose and develop appropriate devices for introductions and conclusions;
 - (F) choose or produce effective visual supports; and
 - (G) analyze and evaluate the proofs and appeals used in oral or written speech models.
- (6) Style. The student develops skills in using oral language in public speeches. The student is expected to:
- (A) distinguish between oral and written language styles;
 - (B) write manuscripts to facilitate language choices and enhance oral style;
 - (C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect;
 - (D) use informal, standard, and technical language appropriately;
 - (E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity; and
 - (F) evaluate a speaker's style in oral or written speech models.
- (7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
- (A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas;
 - (B) rehearse and employ a variety of delivery strategies;
 - (C) develop verbal, vocal, and physical skills to enhance presentations;
 - (D) use notes, manuscripts, rostrum, visual aids, and/or electronic devices; and
 - (E) interact with audiences appropriately.
- (8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:
- (A) use critical, deliberative, and appreciative listening skills to evaluate speeches; and
 - (B) critique speeches using knowledge of rhetorical principles.

Source: The provisions of this §110.57 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, 35 TexReg 3261.