

## Individual Speech/Presentation Rubric

### Level 4

#### **Delivery**

##### Body

- Posture — stands straight, without swaying or leaning, but without looking stiff; movement is planned for transition or emphasis; may or may not require the use of podium/lectern; changes posture for dramatic impact
- Gestures — large enough to be seen by audience; variety in type and size is planned for transition or emphasis; avoids distracting or contradicting movements such as hands in pockets or drumming on lectern
- Eye Contact — makes eye contact with audience over 75% of the time, makes eye contact in various spots in audience, avoids reading notes or staring into space
- Facial Expression — variety of expressions appropriate to topic, uses mouth, forehead and eyes to convey emotion and/or emphasis

##### Voice

- Rate — Slow enough to be understandable, but not monotonous; (changes rate for emphasis)
- Pauses — Used for emphasis and to gain audience attention
- Volume — appropriate to setting; uses variety for emphasis
- Influencies — unnoticeable
- Pitch/tone — conversational, avoiding distracting cadences; is appropriately dramatic

#### **Writing**

##### Organization

- Introduction — includes effective “hook” to capture audience attention, clearly focuses topic, preview main points in body
- Body — includes clear grouping of details in logical order (chronological, etc.); uses variety of transitional devices to show order; uses vivid detail with sensory input or anecdotal impact; clear explanation of complex ideas; shows evidence of research without plagiarism; completely covers topic as defined in introduction
- Conclusion — cues audience to ending in interesting fashion (**no** “in conclusion”); summarizes main points without word-for-word repetition; leaves lasting impression on audience about importance of topic to them

##### Language/style

- Vocabulary — appropriate to occasion and audience; avoids vague, overused (clichè) words or phrases; avoids slang or jargon (unless defined)
- Grammar — uses standard English without sounding stiff; varies sentence structure and length for emphasis; may use parallel structure

Time — meets minimum time requirements without showing signs of padding

## Individual Informative Speech Rubric

### Level 3

#### **Delivery**

##### Body

- Posture — stands without swaying or leaning; movement may be used for transition or emphasis; may or may not require the use of podium/lectern
- Gestures — large enough to be seen by audience; some variety in type and size is planned for transition or emphasis; avoids distracting or contradicting movements such as hands in pockets or drumming on lectern
- Eye Contact — makes eye contact with audience over 50% of the time, makes eye contact in various spots in audience, avoids reading notes or staring into space
- Facial Expression — some variety of expressions appropriate to topic, uses mouth, forehead and eyes to convey emotion and/or emphasis

##### Voice

- Rate — Slow enough to be understandable, but not monotonous; (changes rate for emphasis)
- Pauses — Used for emphasis and to gain audience attention
- Volume — appropriate to setting; uses some variety for emphasis
- Influencies — noticeable, but does not detract from overall impact
- Pitch/tone — conversational, avoiding distracting cadences; may be appropriately

dramatic

#### **Writing**

##### Organization

- Introduction — includes “hook” to capture audience attention, focuses topic, preview main points in body
- Body — includes grouping of details in logical order (chronological, etc.); uses some transitional devices to show order; uses some detail with sensory input or anecdotal impact; some explanation of complex ideas; shows evidence of research without plagiarism; covers topic as defined in introduction
- Conclusion — cues audience to ending in interesting fashion (**no** “in conclusion”); summarizes main points without word-for-word repetition; attempts to leave lasting impression on audience about importance of topic to them

##### Language/style

- Vocabulary — appropriate to occasion and audience; avoids vague, overused (clichè) words or phrases; avoids slang or jargon (unless defined)
- Grammar — uses standard English without sounding stiff; varies sentence structure and length for emphasis

Time — comes within 30 seconds of minimum time requirements without showing signs of padding

## Individual Informative Speech Rubric

### Level 2

#### **Delivery**

##### Body

- Posture — some swaying or leaning, but not overly distracting; movement is missing or unplanned; requires the use of podium/lectern
- Gestures — may be large enough to be seen by audience; some variety but not always planned; usually avoids distracting or contradicting movements such as hands in pockets or drumming on lectern
- Eye Contact — makes eye contact with audience over 25% of the time, usually avoids reading notes or staring into space
- Facial Expression — some variety is used, may or may not be planned and appropriate

##### Voice

- Rate — may be somewhat fast or slow, but not affecting understandability
- Pauses — Missing or inappropriately placed
- Volume — usually appropriate, may be occasionally hard to hear
- Influencies — noticeable, but do not obscure idea
- Pitch/tone — may sound monotonous or affected, but attempts some variety

#### **Writing**

##### Organization

- Introduction — may or may not have hook “hook” to capture audience attention, focus of topic may be vague, attempts preview of some main points in body
- Body — includes some grouping of details; order may not be obvious; transitional devices are dull or some are missing; uses detail which may or may not have impact; complex ideas may be somewhat unclear; shows some evidence of research without plagiarism; attempts to cover topic as defined in introduction
- Conclusion — may not cue ending or in dull fashion; summarizes most main point, but may use word-for-word repetition

##### Language/style

- Vocabulary — uses some vague, overused (clichè) words or phrases, slang or jargon
- Grammar — uses standard English with some noticeable errors; sentence structure and length may be repetitive

Time — comes within one minute of minimum time requirements with little sign of padding

## Level 1

### **Delivery**

#### Body

- Posture — swaying or leaning is distracting; movement is unplanned and distracting; requires the use of podium/lectern
- Gestures — unseen by audience; has distracting or contradicting movements such as hands in pockets or drumming on lectern
- Eye Contact — makes eye contact with audience less than 20% of the time, reads notes or stares into space
- Facial Expression — no or inappropriate use of mouth, forehead and eyes

#### Voice

- Rate — Too fast to be understandable or too slow and monotonous
- Pauses — missing or overly long, misplaced due to lack of preparation
- Volume — can't be heard
- Influencies — repetitive and distracting from ideas
- Pitch/tone — dull or inappropriate

### **Writing**

#### Organization

- Introduction — little or no attempt to capture audience attention, topic unclear, no preview of body
- Body — ideas appear random and unrelated; no or inappropriate transitional devices used; details dull, unclear, or unrelated to topic; no evidence of research or plagiarism
- Conclusion — no cue to ending; little or no summary; may use “that’s it,” etc.

#### Language/style

- Vocabulary — inappropriate to classroom setting; uses vague, overused (clichè) or phrases, slang or jargon
- Grammar — regularly uses substandard English

Time — is more than one minute short of minimum time requirements