Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Public Speaking Rubric**

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|  | **Proficient with Distinction** | **Proficient** | **Partially Proficient** | **Not Proficient** |
| **Organization/Structure** | Introduction begins with a creative and/or insightful “hook” or assertion to catch the audience’s interest; the purpose (to inform, persuade, or entertain) is clear.  Evidence and commentary is effective and organized for audience understanding; enhances and supports the purpose.  Conclusion is creative, satisfying, and relates back to introduction. | Introduction begins with a strong “hook” or assertion to catch the audience’s interest; the purpose (to inform, persuade, or entertain) is clear.  Evidence and commentary is clear and organized for audience understanding; supports the purpose.  Conclusion is satisfying and relates back to introduction. | Introduction is weak and undeveloped; the purpose (to inform, persuade, or entertain) is unclear.  Supporting material (evidence & commentary) is lacking in development.  Conclusion does not tie back to introduction or is undeveloped.  Audience has trouble understanding presentation because of poor sequencing of information; transitions may be awkward or missing. | Introduction lacks focus or is non-existent; the main purpose (to inform, persuade, or entertain) is unclear.  Supporting material is difficult to identify or is undeveloped.  There is no conclusion; the speech simply ends.  Audience cannot understand presentation because information is poorly organized; transitions are not used. |
| **Content/Ideas** | Demonstrated a command of facts and information.  Supporting material is original, logical, and relevant.  Evidence of thorough preparation and well-cited research.  Explanations and/or analyses are fully developed.  If applicable, student is able to effectively respond to questions with complete explanations and elaborations. | Displays a reasonable understanding of the topic.  Evidence of preparation and well-cited research.  Explanations and/or analyses are developed.  If applicable, student is able to effectively respond to questions. | Grasps only superficial information.  Generalized, inaccurate, or inappropriate supporting material may be used; explanations/analyses may be confusing.  Overdependence on notes may be observed.  Few, if any sources are cited; citations are attributed incorrectly.  If applicable, student cannot respond to questions about the subject completely. | Does not have grasp of information.  Generalized, inaccurate, or inappropriate supporting material may be used; limited or confused understanding of the facts.  Overdependence on notes is observed.  No sources are cited.  If applicable, student cannot answer questions about the subject. |
| **Verbal Effectiveness / Language** | Enunciates clearly, utilizes appropriate volume, and speaks with fluency throughout the speech.  Uses effective changes in volume, tone, and pacing, including pausing, to emphasize meaning and engage the audience.  Language used is appropriate for audience and purpose; is free of bias; word choices are vivid and precise.  Few to no use of “ums,” “ahs,” “ands,” and other verbal detractors. | Enunciates clearly, utilizes appropriate volume, and speaks with fluency most of the time.  Uses changes in volume, tone, and pacing, including pausing, to emphasize meaning.  Language used is appropriate for audience and purpose; word choices are vivid and precise.  Limited use of “ums,” “ahs,” “ands,” and other verbal detractors. | Does not enunciate; fluency is sporadic.  Utilizes few changes in volume and rate; at times, the audience cannot hear clearly.  Minimal vocal variety does not keep the audience engaged; pauses were awkwardly used.  Language used is not always appropriate for audience and purpose; word choices are more general or vague.  Significant use of “ums,” “ahs,” “ands,” and other verbal detractors are present. | Poor enunciation; speaker mumbles or speaks inaudibly; delivery is choppy or detracts from the purpose.  The audience has difficulty hearing throughout the presentation and is not engaged.  Language used is inappropriate for audience and purpose; word choices are general and vague or more basic in terms of vocabulary.  Excessive use of “ums,” “ahs,” “ands,” and other verbal detractors are present. |
| **Non-Verbal Effectiveness** | Delivery is extemporaneous (natural, confident, and enhances the message).  Body language indicates confidence and enthusiasm.  Makes good eye contact with all members of the audience.  If applicable, clothing choice is appropriate to the audience/occasion. | Poised and speaks with confidence throughout most of presentation.  Body language does not distract from the delivery.  Maintains good eye contact.  If applicable, clothing choice is appropriate to the audience/occasion. | Lacks confidence; delivery may be inconsistent with the purpose.  Fidgets, paces; or movements may be jerky, stiff, or limited, and distract from the purpose.  Eye contact is limited; often looks at the floor or often has back to audience.  If applicable, clothing choice is inappropriate or distracting. | Seems uncomfortable and excessively nervous.  Excessively fidgets; or movements may be jerky, stiff, or limited, and distract from the purpose.  Eye contact is limited; mostly looks at the floor or has back to audience.  If applicable, clothing choice is inappropriate or distracting. |
| **Use of Visual or Technological Aids (optional)** | Increases clarity of purpose.  Enhances and reinforces message impact.  Is used to support, rather than as a focus of speech.  May include objects, graphics, handouts, audio, video, etc. | Increases clarity of purpose.  Reinforces message impact.  Is used to support, rather than as a focus of speech.  May include objects, graphics, handouts, audio, video, etc. | Detracts from purpose.  Acts as the focus of speech; handles visual aids awkwardly.  May include objects, graphics, handouts, audio, video, etc. | Does not include visuals; or visual are poorly used. |

\*Any rows of the above rubric may be used, combined, or deleted, depending on the assessment criteria.