

SPEECH RUBRIC

SKILLS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Topic</i>	Appropriately focused topic with a clearly communicated understanding of the purpose for the speech	Focused topic with partially demonstrated understanding of the purpose for the speech	Somewhat focused topic or a vague sense of the purpose for the speech, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience
<i>Research Analysis</i>	Clear and convincing command of facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments	Clear use of facts and information with partially developed explanations in support of the speaker's ideas or arguments	Partially clear use of facts and information with limited or incomplete explanations to support the speaker's ideas or arguments	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speakers ideas or arguments
<i>Organization</i>	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at organization with a beginning, middle, and end and an attempt to use transitions	Some inconsistencies in organization and/or a lack of sustained focus throughout the speech with inconsistently use transitions	A lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
<i>Language</i>	Uses sophisticated and varied language that is suited to the topic and audience; word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the speech	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose of the speech; word choice lacks originality and fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal or too imprecise given the topic and purpose of the speech
<i>Stylistic Devices</i>	Skillful use of various stylistic devices (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) greatly enhance the effectiveness of the speech	Effective use of at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) enhances the effectiveness of the speech	An attempt to use at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) but it does not enhance the effectiveness of the speech	No attempt to use stylistic devices to enhance the meaning of the speech
<i>Delivery</i>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhance the speaker's words	A combination of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures are used but without the smoothness of level four	Inconsistent use of eye contact, clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of the speech	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the speech difficult to follow
<i>Overall Effectiveness</i>	Speaker remains enthusiastic, audience attention is maintained, and the purpose of the speech is achieved	Speaker shows some enthusiasm, the audience remains mostly interested, and the purpose of the speech is achieved	Speaker shows limited enthusiasm, audience interest is not sustained, and the purpose of the speech is only partially achieved	Speaker lacks enthusiasm, the audience shows a lack of interest, and the purpose of the speech is not achieved