Speech, Rhetoric, and Debate

Public Speaking Rubric

Name  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Technique**  | Exemplary | Above Expectations | Proficient | Below Expectations | Needs Improvement |
| **Posture** **(5 points)** | The student stands with his/her head facing up toward the audience and have a relaxed, natural pose. Hand gestures are incorporated frequently and add meaning, emphasis, and purpose to the speech. The student exemplifies looking calm, natural, and relaxed while speaking. | The student looks mostly natural. The student is relaxed and faces the audience. The student incorporates at least a couple of hand gestures into the speech. The student does not sway or fidget. | The student shows decent posture and may look relaxed, natural, or purposeful at times. If there is a lapse in proficient posture the student self corrects. The student faces the audience and has minimal to no swaying/fidgeting. The student may or may not use hand gestures. | The student looks more uncomfortable than relaxed. The student may have hands in pockets, arms crossed, or holding onto sweaters or other articles of clothing. There are no hand gestures. The student makes some effort at engaging in correct posture technique but is not proficient for at least 70% of the speech. | The student shows very little to no command over posture. The student looks uncomfortable and stiff. The student may sway, fidget, and/or have head facing the ground rather than at the audience. Student uses no hand gestures. |
| **Projection (5 points)** | The student aims his/her voice at the audience. The volume is appropriate and the student projects in such a way that all listeners can hear and is appropriate for the subject being discussed. Projection increases/decreases with the subject of the speech for effect. Student shows nuance in how he/she projects his/her voice. | The student is speaking purposefully and has aimed his/her voice at the audience. The volume is appropriate to the speech content and audience. Some nuance is shown. | The student overall shows competence over projection. The student can be heard throughout the room and the volume is appropriate. There is no nuance or change in volume corresponding to speech content. | The student speaks in a way that makes it hard at times for the listeners to understand such as speaking inaudibly or yelling. The student may show some aim in speaking but limits comprehension in some way because of his/her projection. | The student is mostly or completely inaudible due to his/her projection. The student may mumble, whisper, or speak in an inappropriate level. The student does not speak in a way that makes his/her message clear. |
| **Enunciation (5 points)** | The student speaks clearly and every listener can clearly make out the words of the speech. Every word is pronounced properly and with purpose. The student has exceptional speaking command of the subject. The student shows exemplary pacing that matches the content of the speech and keeps the audience engaged. | The student speaks clearly and pronounces words correctly. The student generally uses the correct emphasis and intentional pacing is present at times. The student shows above average competence. | The student generally speaks clearly and pronounces most words correctly. While there may be some errors in enunciation, these errors do not detract from the meaning of the speech or become distracting. Overall the student speaks at an appropriate pace.  | The student mumbles, mispronounces words, or has an incorrect pace throughout the speech. The student either speaks too fast or too slow for comprehension of entire speech, but may be clear at times.  | The student mispronounces a great deal of words, uses fillers in speech, and speaks too slow/fast for audiences to understand. |
| **Confidence (5 points)** | The student shows fantastic confidence, pride, and belief in what he/she is saying. The speaker has purpose and is sure of the content of the speech. The student is polished and prepared from start to finish. The student knows every element of the speech. The student makes appropriate and consistent eye contact with the entire audience. | The student shows familiarity and pride in his/her speech. The student appears rehearsed and confident but may increase mastery through increased practice, passion, or knowledge of speech content. The student knows almost all the elements of the speech. The student makes regular eye contact with the audience. | The student is familiar with the speech and shows understanding of the content. The student may exhibit familiarity in the speech but shows limited passion or pride. The student may have been better served by more practice or enthusiasm. The student may make some eye contact with the audience throughout the speech. | The student has limited familiarity and/or does not exhibit complete passion/pride in speaking. The student may apologize or become confused at points. The student may need more practice to increase confidence. The student may make limited to no eye contact. | The student shows no confidence or knowledge of the speech. The student may struggle with remembering what he/she was supposed to be speaking about. The student may apologize and/or go off topic. The student does not make eye contact. |
| **Presence (5 points)** | The student engages with the audience and controls audience attention through appropriate energy and showing personality. The student exhibits energy appropriate to the speech content that intentionally engages the audience. The speaker interacts with the audience when appropriate. | The student makes comprehensive attempts to command audience attention. The student has strong energy and/or exhibits his/her personality appropriately but may not show polish in presence or not show exemplary presence for the entire speech. | The student attempts to engage the audience attention in some ways. The student may need some adjustments in exhibiting personality or energy while speaking but shows conscious effort to connect to the audience. | The student struggles with being present and in command of audience attention. The student may become distracted or unanimated. The student does not engage the audience or show personality fully. | The student does not engage the audience or act appropriately for the topic. The student is not animated and may have a negative energy. Student shows no enthusiasm or energy. |

**Feedback:**

Pre-assessment score \_\_\_\_\_\_\_\_\_\_\_\_/50

 Final score (out of 50) \_\_\_\_\_\_\_\_\_\_\_/50

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