

Appendix
Academy School District 20
High School Speaking Rubric

Speaking Emphases: Persuasive, Informative, Analytical

Student's Scoring Version

Benchmark & Category		In Progress (1)	Partially Proficient (2)	Proficient (3)	Advanced (4)	
2.9 Analyze purpose, audience, and context	Purpose/Thesis	Mostly vague, confusing, and/or missing information	Sometimes vague and/or confusing	Clear, relevant—all requirements are met	Topic and purpose are clear, relevant, and interesting	
	Audience	Little evidence of audience being considered in choice of content, or use of specialized jargon	Audience has been considered, but is occasionally disengaged from speaker; jargon used without explanation	Content is appropriate and mostly engaging; any jargon is sufficiently explained	Content is consistently appropriate and engaging; any specialized jargon is used effectively	
	Time Limit <small>(minimum of 5 minutes)</small>	More than 2 minutes over or under time requirement	1 to 2 minutes over or under	Up to 1 minute over or under	Within assigned time limits; not over or under —“just right”	
2.10 Gather and organize content	Opening/ Introduction		No distinct opening or attention-getting device	Opening is brief (1-2 sentences) and/or only states the topic; attempt at attention-getting device	Distinct opening with clear attempt at use of an attention-getting device	Engaging attention-getting device used in opening
	Content & Accuracy		Topic is general; not all areas are covered; support or detail is missing, inaccurate or irrelevant in areas.	Topics may be mentioned without elaboration; support is lacking, inaccurate or irrelevant in areas	Topic is fairly broad but all areas are covered; support is attempted but does not go into detail	Ideas are focused and supported with relevant details and examples; in depth coverage
	Organization		Confusing progression of ideas with no signposting or effective transitions used	Somewhat confusing progression of ideas with little signposting or transitions	Logical progression of ideas; attempts at signposting and transitions	Skillful progression of ideas; effective use of signposting and transitions
	Closing/ Conclusion		No distinct closing; “I’m finished” or “That’s all”	Closing is brief; lacks summation or closure	Satisfying conclusion supports the message or clearly states the speaker’s position	Memorable closing enhances the message
	*Visual Aids (Optional)	Content	Relevance is not addressed; details are either missing, excessive, or irrelevant	Relevance alluded to, but is vague or unclear; details are few or sometimes irrelevant	Demonstrates relevance, but lacks in-depth details and support	Demonstrates relevance to topic with illuminating, in-depth details and support
		Graphics	Carelessly crafted or constructed; inappropriate size; distracts from the message; unclear relevance;	Effort is somewhat evident in neatness; inappropriate size; not supportive of the message	Neatly done, attractive, and adequate size, but lacks originality or creativity; supports message	Neatly done, attractive, appropriate in size, creative and original; enhances the message
Conventions		More than 4 grammatical mistakes in visuals	3-4 grammatical mistakes in visuals	1-2 grammatical mistakes in visuals	No grammatical mistakes in visuals	

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2.11 Use a variety of effective presentation strategies	Enthusiasm	Very little use of facial expressions or body language; generated little interest in topic being presented	Facial expressions and body language are used to try to generate enthusiasm, but they seem somewhat faked	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others
	Volume & Pacing	Volume usually is too soft to be heard by all audience members; pacing is ineffective—either too fast or too slow.	Volume sometimes is too soft to be heard by all audience members; pacing is sometimes ineffective—either too fast or too slow.	Volume is loud enough to be heard by all audience members the majority of the time; pacing is effective.	Volume is loud enough to be heard by all audience members throughout the presentation; pacing enhances the message.
	Posture & Eye Contact	Inappropriate posture (hands in pockets, arms folded, standing on one leg); does not establish eye contact with audience; speaker focuses only on teacher	Occasional inappropriate posture; establishes eye contact with only a few audience members	Appropriate posture and eye contact the majority of the time	Poised; looks relaxed and confident; establishes eye contact with entire audience
	Distractions: (e.g. saying “ah,” “uh,” “like,” or “you know”; distracting movements such as rocking or swaying; chewing gum or candy)	Has numerous distractions (verbal, physical, or grammatical) which make understanding difficult	Has several distractions (verbal, physical, or grammatical) which make understanding difficult	Has a few distractions (verbal, physical, or grammatical) which make understanding difficult	Has a few distractions (verbal, physical, or grammatical), but they <i>do not</i> make understanding difficult
Your teacher may choose to grade for additional factors such as source citation, word choice, and sentence structure. If so, here are the performance descriptions:					
Optional	Citing of Sources	No verbal citations	Awkward or incomplete citations	Complete verbal citations, although occasionally awkwardly stated	Complete verbal citations effectively embedded
	Word Choice and Sentence Structure	Word choice is monotonous and uninteresting; uses clichés. Phrases and fragments are used rather than complete sentences.	Lack of variety in word choice or sentence structure leaves listeners mostly uninterested.	Words are used appropriately, but may not be vivid or precise. Sentence structure is varied and clear.	Words convey the intended message in a precise, interesting, and natural way. Varied, complex, clear sentence structure.