

# Appendix

## Academy School District 20

### High School Speaking Rubric

Teacher's  
Scoring Version

Speaking Emphases: Persuasive, Informative, Analytical

Name \_\_\_\_\_ Date \_\_\_\_\_

Benchmark & Category		In Progress (1)	Partially Proficient (2)	Proficient (3)	Advanced (4)	Sub-totals
<b>2.9</b> Analyze purpose, audience, and context	<b>Purpose/Thesis</b>	Mostly vague, confusing, and/or missing purpose; if assigned, subtopics are not identified	Sometimes vague and/or confusing; purpose not stated clearly; if assigned, subtopics are not clearly identified	Stated purpose; topic is clear and relevant; if assigned, subtopics are identified	Clearly stated purpose; topic is relevant and interesting; if assigned, subtopics are evident	
	<b>Audience</b>	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	
	<b>Time Limit</b> (minimum of 5 minutes)	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”	
Add up the subtotals for these three categories and <b>divide by three (3)</b> . This is the <i>benchmark average</i> . <i>Round up to the next whole number (i.e. proficiency category) ONLY for averages .8 or higher.</i>						Benchmark Average:
<b>2.10</b> Gather and organize content	<b>Opening/Introduction</b>	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	
	<b>Content &amp; Accuracy</b>	Topic is general; not all areas are covered; support or detail is missing or there are abundant inaccuracies. Numerous irrelevant details are included.	Topics may be mentioned without elaboration; support is lacking in areas; numerous inaccuracies. A few irrelevant details are included.	Topic is fairly broad but all areas are covered; minimal support; few inaccuracies. Few or no irrelevant details are included.	Ideas are focused and supported with relevant details and examples; in depth coverage; no significant inaccuracies	
	<b>Organization</b>	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	
	<b>Closing/Conclusion</b>	No distinct closing; “I’m finished” or “That’s all”	Closing is brief; lacks summation or statement of position	Satisfying conclusion supports the message or clearly states the speaker’s position	Memorable closing enhances the message/speaker’s position	
	<b>Visual Aids</b> (Optional)*	<b>Content</b>	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
<b>Graphics</b>	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		
<b>Conventions</b>	More than 4 grammatical mistakes in visuals	3-4 grammatical mistakes in visuals	1-2 grammatical mistakes in visuals	No grammatical mistakes in visuals		
Add up the subtotals for these four categories and then <b>divide by four (4)</b> to calculate the benchmark average. *If utilizing visual aids, add up all five categories and then <b>divide by five (5)</b> to calculate the benchmark average. <i>Round up to the next whole number (i.e. proficiency category) ONLY for averages .8 or higher.</i>						Benchmark Average:

Benchmark & Category		In Progress (1)	Partially Proficient (2)	Proficient (3)	Advanced (4)	Sub-totals
2.11 Use a variety of effective presentation strategies	<b>Enthusiasm</b>	Very little use of facial expressions or body language indicates a lack of interest or enthusiasm.	Facial expressions and body language indicate minimal interest or enthusiasm.	Facial expressions and body language indicate sufficient interest and enthusiasm.	Facial expressions and body language indicate strong interest and enthusiasm; audience is engaged.	
	<b>Volume &amp; Pacing</b>	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.	
	<b>Posture &amp; Eye Contact</b>	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	
	<b>Distractions</b> (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 impede understanding	Has several distractions (verbal, physical, or grammatical) which partially impede understanding	Has a few distractions (verbal, physical, or grammatical) which slightly impede understanding	Has a few distractions (verbal, physical, or grammatical), but they <i>do not</i> impede understanding	

Add up the subtotals for these four categories and then **divide by four (4)** to calculate the benchmark average.

*\*Round up to the next whole number (i.e. proficiency category) ONLY for averages .8 or higher.*

Benchmark Average:

~ ~ ~ **OPTIONAL** ~ ~ ~

Teachers who require sources to be cited or who wish to score for word choice and sentence structure may use the additional area below for calculating those grades. However, this category is **NOT** to be reported with the benchmark average to your school representative. The rows below are for *classroom use only!*

Optional	<b>Verbal Citations of Sources</b>	No verbal citations	Awkward or incomplete citations	Complete verbal citations, although occasionally awkwardly stated	Complete verbal citations effectively embedded	
	<b>Word Choice &amp; Sentence Structure</b>	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.	