

Speaking Rubric

4 = Superior

3 = Competent

2 = Needs Improvement

1 = Weak

Competency	Evaluation Criteria	Score
<p>Introduction: Gains attention of audience; identifies topic; establishes working knowledge of subject; previews the speech.</p>	<p>4—Grabs the attention of the audience; identifies topic; working knowledge of subject; previews the speech. 3—Has an attention-getter; identifies topic; previews the speech. 2—Lacks an attention-getter or preview. 1—Basically, just states the topic and moves on to the body of the speech.</p>	
<p>Content: Idea is focused, fully developed with details, and communicated clearly; appropriate for intended audience; appropriate research; visuals, if relevant, are effective.</p>	<p>4—Effective topic; the content is fully developed and focused; appropriate for intended audience; appropriate research; visuals, if applicable, are relevant and effective. 3—Appropriate topic; content is developed and focused; appropriate research; visuals, if applicable, are relevant. 2—Questionable topic; more effective content is needed; some research; no visuals, if relevant. 1—Inappropriate topic; very little content; inappropriate research; no visuals, if relevant.</p>	
<p>Organization: Logical order of ideas; length of presentation is appropriate; effective use of connectives.</p>	<p>4—Logical order of ideas; appropriate time; effective use of connectives. 3—Logical order of ideas; appropriate time. 2—Significant problems of organization; inappropriate time. 1—Lacks specific order; significantly short on time.</p>	
<p>Conclusion: Cues the audience that end of speech is near; sense of completeness; summary/review; memorable.</p>	<p>4—Cues the audience that end of speech is near; sense of completeness is developed; appropriate review/summary; memorable ending. 3—Sense of completeness is developed; review/summary; attempts memorable ending. 2—Closing is too brief; review/summary but lacks memorable ending. 1—Audience is caught by surprise that speech is over. No review/summary/memorable ending.</p>	
<p>Delivery: Part 1 of 3: Appropriate language; does not read the speech; appropriate pauses; minimizes crutch words, such as huh, and huh, like, etc.</p>	<p>4—Language is effective and crutch words are minimal; reads very little, if any. 3—Language does not create a negative effect and the crutch words are not a distraction; reads very little, if any. 2—Language causes possible confusion and crutch words are distracting; reads portions of speech; a few inappropriate pauses. 1—Language is inappropriate and crutch words are interfering with the message; reads much of the speech; many inappropriate pauses.</p>	
<p>Delivery: Part 2 of 3 Can be easily heard and understood (enunciation); has vocal variety (enthusiastic).</p>	<p>4—Speaker is easily heard and understood; has vocal variety. 3—Generally, the speaker is easy to hear and understand; some vocal variety. 2—Difficult to hear and understand at times; little enthusiasm in voice. 1—Listeners are unable to hear and understand considerable portions; no enthusiasm for topic.</p>	
<p>Delivery: Part 3 of 3 Effective eye contact, gestures, and posture.</p>	<p>4—Excellent eye contact; effective gestures; appropriate posture. 3—Acceptable eye contact; some gestures; appropriate posture. 2—Struggles with eye contact; few gestures; posture inappropriate at times. 1—Very little eye contact; very few gestures; inappropriate posture for significant portions of presentation.</p>	