|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Advanced (100-90) | Proficient (89-70) | Progressing (69-60) | Beginning (60-0) |
| Organization | **\*** Appropriate, effective attention-getter.\* Categories are distinguishable and obvious throughout speech.\* Transitions create cohesion throughout.\* Conclusion is engaging and effectively wraps up ideas. Provides closure for audience. | \* Appropriate, adequate attention-getter.\* Categories are present in speech but may lack some distinction.\* Transitions present.\* Conclusion restates main idea with adequate closure and/or clincher.  Sense of closure present. | **\*** Attention-getter is present\* Categories are difficult to discern and/or blend together.\* Transitions are weak and/or rudimentary/robotic.\* Conclusion does not restate main idea and includes weak closure and/or clincher.  Closure vague at the end. | \* Attention-getter is weak, inappropriate or nonexistent.\* Categories are nonexistent in speech. \* Transitions are not present or superfluous. \* Conclusion is weak or nonexistent.  Closure absent. |
| Content | **\*** Engaging and creative.\* Excellent supporting details.  \* Full elaboration on ideas, provides clear examples.\* Clear, focused ideas.\* Clearly stays on topic.\* Purpose effectively met. | **\*** Somewhat engaging and creative.\* Supporting details are present\*Some elaboration on ideas, with some examples.\* Ideas are evident.\* Stays on topic.\* Purpose is adequately met. | \* Only slightly engaging and little creativity included. \* Few supporting details.\* Very little elaboration or examples provided.\* Ideas are vague/unspecific.\* Speech wanders from topic.\* Purpose is not adequately met. | **\*** Does not engage the audience.  Lacks creativity. \* Lacks supporting details.\* Lacks elaboration and examples.\* Ideas are unclear.\* Does not stay on topic.\* Purpose is not met. |
| Presentation | **\*** Excellent eye contact.\* Excellent and appropriate expressions, an understanding of professionalism and audience.\* Excellent self-control/gestures.\* Minimal dependence on notes.\* Excellent use of time. (Falls within time constraints given)\* Visual aid is effectively used to enhance the presentation throughout. | **\*** Adequate eye contact. \* Adequate expression, and a general sense of professionalism and audience.\* Adequate self-control/gestures\* Some dependence on notes\* Effective use of time. (Falls within \_\_\_\_\_seconds of time constraints given)\*Visual aid is adequately used to enhance the presentation | **\*** Fleeting and inconsistent eye contact\* Minimal expression, and lacks professionalism and a sense of audience. \* Inconsistent self-control/ gestures.\* Obvious dependence on notes\*Ineffective use of time. (Falls within\_\_\_seconds of constraints given)\* Visual aid is present but is not used to enhance the presentation. | **\*** No eye contact with audience\* Little to no expression or sense of audience\* No self-control with constant fidgeting.\* Complete dependence on notes with entire speech read from cards.**\*** Poor use of time. (Falls extremely short or extends way beyond time constraints)\*No visual aid present.  |
| Vocal Delivery | **\*** Quality volume.\* Quality vocal inflection.\* Obvious enthusiasm for presentation.\* Well-rehearsed and practiced.\* Appropriate rate and pauses (possibly for effect). | **\*** Sufficient volume.\* Adequate vocal inflection.\* Some enthusiasm for presentation.\* Evidence of rehearsal and practice.\* Adequate rate and some pauses.  | \* Inconsistent volume.\* Inconsistent vocal inflection.\* Inconsistent enthusiasm for presentation.\* Not much rehearsal or practice.\* Inconsistent rate and pauses. | **\***Inadequate volume (audience must strain to hear).**\*** Lack of vocal inflection; monotone.\* No enthusiasm for presentation.**\*** No evidence of rehearsal or practice.**\*** Ineffectual rate and no pauses. |