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|  | 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. |