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| **Category** | **Exceeds**  **10-9** | **Meets**  **8-7** | **Nearly Meets**  **6-5** | **Does Not Meet**  **4-3** | **No evidence**  **0** | **Score** |
| **Heading** | Your Name, Teacher’s Name  Homeroom, Assignment,  Date, Neatly finished-no errors | Evidence of four | Evidence of three | Evidence of 2 or less | Not applicable |  |
| **Thesis Statement** | Speaker clearly formulated and stated thesis statement during the speech introduction. Thesis statement identifies topic and encompasses/previews main points. | Thesis is clearly implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.  . | No thesis statement (implied nor explicit). Main points are not clearly identified, audience unsure of direction of the message. | Incomplete and/or unfocused. | Not applicable |  |
| **Outline** | Followed all 8 steps of the outline and attached to the final speech | Followed only 6 steps of the outline and attached to the final speech | Followed 4-3 or less steps on the outline and attached to the final speech | Only had two or less steps and did not attached to the final speech |  |  |
| **Introduction / Attention Grabber** | The introduction is engaging, states the main topic and previews the structure of the speech. Clearly stated the relevance of topic to audience needs and interests. | Topic seems somewhat relevant to audience, but not explicitly stated. Vague reference to audience needs and/or interests. | Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to targeted audience. | There is no clear introduction or relevance to the audience. | no  evidence |  |
| **Body of the speech and Subject Knowledge** | Depth of content reflects knowledge and understanding of topic. Main points adequately substantiated with timely, relevant and sufficient support. Provided accurate explanation of key concepts. Each paragraph has thoughtful supporting detail sentences that develop the main idea. | Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely. Each paragraph has sufficient supporting detail sentences that develop the main idea. | Provides irrelevant or no support. Explanations of concepts are inaccurate or incomplete. Listeners gain little knowledge form presentation. Each paragraph lacks supporting detail sentences. | Each paragraph fails to develop the main idea. | Not Applicable |  |
| **Organization** | Uses effective organizational pattern for speech purpose. Main points are clearly distinguished from supporting details. | General structure/organization seems adequate but some blurring between main points and supporting details. Logical flow, but for smooth transitions. | Lack of structure. Ideas are not coherent and transitions are forced or blurred. Difficult to identify introduction, body, and conclusion. | No evidence of structure or organization. | Not  applicable |  |
| **Conclusion** | The conclusion is engaging and restates the thesis. | The conclusion restates the thesis. | The conclusion does not adequately restate the thesis. | Incomplete and/or unfocused | Not applicable |  |
| **Logical appeal** | Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence. Reasoning is free of fallacies. | Some arguments are sufficiently supported but some unsupported assertions are also present. Minor reasoning fallacies. | Arguments lack relevant and valid evidence. Information is incorrect and/or outdated. Many fallacies are present in the reasoning. | Incomplete and/or unfocused | Not  applicable |  |
| **Eye contact** | Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to established an expanded zone of interaction. | Conspicuous use of speaker notes. Seems disengaged from audience for noticeable periods of time. | Only occasional and sporadic glances. | Reads speech from notes/manuscript. Avoids eye contact with audience. | Not  applicable |  |
| **Body language** | Expressive, dynamic, and natural use of gestures, posture and facial expressions to reinforce and enhance meaning. Body language reflects comfort interacting with audience. | Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. | Body language reflects a reluctance to interact with audience. | Distracting movement and/or use of self-adaptive behaviors. | Not  applicable |  |
| **Voice** | Natural variation of vocal characteristics (rate, pitch, volume, tone) in Standard English to heighten interest and match message appropriately. | Limited variation of vocal characteristics. Use of rate, pitch, volume and tone seemed inconsistent at times. | Very hard to hear and hardly any influx in voice. | Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message | Not  applicable |  |
| **Time** | Speech was 2 minutes | Speech was 1 ½ minutes | Speech was 1 minute long | Speech was less than a minute | Not  applicable |  |
| **Mechanics** | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. | Many errors in punctuation, capitalization and spelling. | Numerous and distracting errors in punctuation, capitalization and spelling. | Not  applicable |  |
| **Total** |  |  |  |  |  |  |
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**Comments**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_