**English 12 Public Speaking Rubric**

Name:  
  
Date:  
  
Block

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **Snapshot** | | *The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.* | *The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.* | *The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.* | *The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.* |
| **Verbal Communication** | **Language Use** | * Uses simple or obvious word choices. | * Uses obvious word choices with a mixture of language that is more unique | * Uses surprising or interesting word choices that were not expected. | * Uses eloquent or unique language to the point that it does not come across as forced. |
| **Audience Consideration** | * Does not attempt to get the class engaged. | * Attempts to get the class engaged. | * Few opportunities to get the class engaged were missed. | * When attention seemed to become disengaged, presenter was proactive in getting engagement back, and succeeded. |
| **Tone of Voice** | * Speaker is monotone and unenthusiastic for the entirety of the presentation. | * Speaker attempts to keep their tone of voice engaging. * Tone falters a small amount. | * Speaker’s tone was professional and did not differ from start to finish. | * Speaker’s voice was professional and kept audience engaged throughout the entire presenting time. |
| **Pacing** | * Uses an inconsistent pace of speaking. | * Uses a consistent pace with partially integrated wait time. | * Uses a consistent pace with confidently placed wait times, leaving room for effective pause. | * Uses consistent pacing throughout entire presentation. * Gets through all necessary information as smoothly as possible. |
| **Projection of Voice** | * Volume of voice is a murmur, or speaks so quietly that it cannot be understood from the back row. | * Volume of voice was soft or difficult to hear. | * Volume of voice was clear and at a reasonable volume. | * Volume was consistently clear. |
| **Clarity** | * Uses tone that is quiet and all words seem to meld together. | * Uses tone that attempts to be loud; the words can be heard, they are just spoken softly. | * Uses tone that is clear and does not include any mumbled words. | * Uses tone to emphasize key details. |
| **Speech Patterns** | * Uses filler words consistently. | * Uses filler words often; some of them may sound repetitive to listeners. | * Uses filler words inconsistently to a point where they don't impact the presentation. | * Uses no filler words during presentation time; all words said are necessary and practiced. |
| **Nonverbal Communication** | **Eye Contact** | * Does not make eye contact with the class. | * Makes eye contact with class. | * Makes consistent eye contact with the audience | * Makes eye contact with the entire audience for the majority of the time. |
| **Body Language** | * Speaker was restless and uncertain. | * Speaker had a few moments of restlessness and fidgeting. | * Speaker had no moments of restlessness. | * Speaker stood confidently and used their hands while speaking to engage audience. |
| **Confidence** | * No confidence displayed by the presenter. | * Some confidence was displayed by the speaker. | * Extreme confidence was displayed by the speaker. | * Enthusiasm, excitement, and passion is displayed by the speaker. |
|  | **Poise** | * Speaker seems uncomfortable in their stance and in occupying the space. | * Speaker shows an attempt at making the space their own. * Speaker's stance alters between confident and unsure. | * Speaker seems to be comfortable in their space. * Speaker stands confidently, but could have moved around more fluidly. | * Speaker makes effective use of their area. * Speaker stands confidently and displays body language that seems sure of themselves. |
| **Organization** | **Introduction** | * Presentation does not have a clear introduction to the topic. | * Presentation topic was briefly introduced, although some information is unclear. | * Presentation topic was clearly introduced in a memorable fashion. | * Presentation topic was eloquently introduced and left ended in a way that made the audience feel hooked. |
| **Conclusion** | * Presentation did not seem to be wrapped up completely. * Audience was left with a significant amount of unanswered questions. | * Presentation did have an wrap up portion, although there may have been a small amount of confusion from the audience. | * Presentation concluded in a way that significantly wrapped up the information bestowed on the audience; there may have been a couple of questions they were left with. | * Presentation completely wrapped up with a strong ending. * Audience had no unanswered questions – this does not include questions they were left with that allowed for their intrigue to be present. |
| **Transitions** | * Presentation moved between different points haphazardly. | * Presentation moved between segments well, although there were times it could have been smoother. | * Presentation moved efficiently throughout the segments noted and explained; there could have been a few word alterations. | * Presentation moved throughout the different points smoothly and eloquently. |
| **Topic Knowledge** | **Dependence on Notes** | * Speaker stares only at note cards or at speaker notes. | * Speaker often looks at note cards, speaker notes, or somewhere else in the room. | * Speaker looks back at their note cards or speaker notes just for moments at a time. | * Speaker uses note cards effectively, not as a crutch. |
| **Quality of Knowledge** | * Speaker did not provide any  understanding of knowledge. | * Speaker had a few moments when they were hesitant. | * Speaker was sure of themselves in everything they were saying. | * Speaker presented as if nothing was holding them back and as if they had known this information all along. |
| **Effectiveness of the Presentation** | **Knowledge Bestowed** | * Audience feels like they’ve learned nothing of interest to them. | * Audience found that there were a few points where they would have liked more information on. | * Audience found that the information they learned from the speaker was unique and interesting to them. * They may even wish to explore further themselves. | * Audience is intrigued by the end of the presentation and interested in possibly learning more. * They feel as if they’ve learned a substantial amount of new information. |