**English 12 Public Speaking Rubric**

Name:

Date:

Block

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|  |  | **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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|  | **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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