Speech and Presentation Grading Rubric
Public Speaking and Oral Presentation Component

	Emerging (0-12 points)	Developing (13-16 points)	Advanced (17-20 points)	Score
1. Organization **(20 points)**	Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may not be clear the presentation has concluded. Conclusion does not tie back to the introduction. Audience cannot understand presentation because there is no sequence of information.	Main idea is evident, but the organizational structure many need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. Supporting material may lack in development. The conclusion may need additional development. Audience has difficulty understanding the presentation because the sequence of information is unclear.	Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively. The conclusion is satisfying and relates back to introduction. (If the purpose of the presentation is to persuade, there is a clear action step identified and an overt call to action.)	
2. Topic Knowledge **(20 points)**	Student does not have grasp of information; student cannot answer questions about the subject. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.	Student has a partial grasp of the information. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Student is at ease with expected answers to all questions but fails to elaborate. Over dependence on notes may be observed.	Student has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant. Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. Speaking outline or note cards are used for reference only.	
3. Audience Adaptation **(20 points)**	The presenter is not able to keep the audience engaged. The verbal or nonverbal feedback from the audience may suggest a lack of interest or confusion. Topic selection does not relate to audience needs and interests.	The presenter is able to keep the audience engaged most of the time. When feedback indicates a need for idea clarification, the speaker makes an attempt to clarify or restate ideas. Generally, the speaker demonstrates audience awareness through nonverbal and verbal behaviors. Topic selection and examples are somewhat appropriate for the audience, occasion, or setting. Some effort to make the material relevant to audience needs and interests.	The presenter is able to effectively keep the audience engaged. Material is modified or clarified as needed given audience verbal and nonverbal feedback. Nonverbal behaviors are used to keep the audience engaged. Delivery style is modified as needed. Topic selection and examples are interesting and relevant for the audience and occasion.	

4. Language Use (Verbal Effectiveness) (20 points)	Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.	Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.	Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may "code-switch" (use a different language form) when appropriate. Language choices are vivid and precise.	
5. Delivery (Nonverbal Effectiveness) (20 points)	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Nonfluencies ("ums") are used excessively. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.	The delivery generally seems effective – however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Some use of nonfluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.	The delivery is extemporaneous -- natural, confident, and enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of nonfluencies is observed. Articulation and pronunciation are clear. All audience members can hear the presentation.	