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|  | **1: Novice** | **2: Beginning** | **3: Proficient** | **4: Expert** |
| **Visual Organization** |  |  |  |  |
| Opening | No clear opening. Audience is unsure what the and/or theme is. No Basis for audience to predict or follow. | Opening only orients the audience to the topic or theme but not both. Audience has some sense of what will follow. | Clear opening that orients audience to topic and theme but is not engaging. Audience has a good sense of what will follow. | Engaging opening that orients the audience to the topic and theme. Audience knows what will follow. |
| Conclusion | No clear conclusion. The speech just seems to stop. | There is some restatement of the main theme and major support. | Clear restatement of main theme and ajor supports. Audience is asked to action or belief. | Creative restatement of main theme and major supports. Strong call to action or beliefs. |
| Transition Words/ Verbal Road Signs | Does not supply any words and/or phrases that link ideas, such as sequence markers, logial connectors, ect..., throughout. | Supplies a few words and/or phrases that link ideas, such as sequence markers, logical connectors, ect..., throughout. | Inconsistently supplies words and/or phrases that link ideas, such as sequence markers, logical connectors, ect..., throughout. | Supplies words and/or phrases that link ideas, such as sequence arkers, logical connectors. "As I said earlier..." ect..., throughout. |
| **Analysis/ Coherence** |  |  |  | [Top](http://score.rims.k12.ca.us/sub_standards/scoring_rubric_for_speech.html#Top) |
| Logic | Does not connect ideas logically and makes few or no logical connection between statements. | Connects some ideas logically and creates a general sense of cumulatve statement. | Connects most ideas logically and builds a cummulative statement. | Connects all ideas logically and builds a compelling, cummulative statement. |
| Focus on Topic | Seems to stray from topic and off into side issues. | Focuses on topic with some major tangents. | Focuses on topicwith few major tangents. | Focuses tightly on topic and everything revolves about theme. |
| Vocabulary | Uses vague and weak langage and/or uses language that violates school honor code. | Uses occational strong, accurate language that is appropriate to the theme of the audience. | Uses strong accurate language throughout that is appropriate to theme and audience. | Uses precise, evocative language throughout hat is appropriate to th theme and audience. |
| **Originality** |  |  |  |  |
| Topic Choice | Chose uninspired topic that he/she does not seem to care about or chose a topic that violates school honor code. | Chose a hackneyed or cliched topic or topic that is inapproperiate for setting, time and audience. | Chose a traditional but approperiate topic hat speaker seems invested in. | Chose novel topic or gives new or unusual perepective on old theme and seems enthusiastic. |
| **Delivery** |  |  |  | [Top](http://score.rims.k12.ca.us/sub_standards/scoring_rubric_for_speech.html#Top) |
| Eye Contact | Does not make eye contact with the audience. | Makes some eye contact with some of the audience. | Makes varied inconsistent eye contact with the entire audience. | Makes varied and substained eye contact with the entire audience. |
| Voice | Speaker speaks in a monotone or a voice that is clearly uncontrolled. | Uses some variance in pitch, rate, and volume to appropriately enhance their meaning. Practice and control are evident. | Uses much variance in pitch, rate, and volume to appropriately convey their meaning. Exhibits some practive and control. | Uses variance in pitch, rate, and volume to appropriately convey their meaning throughout. Exhibits practiced purposeful control. |
| Body Language | Uses no body language that inappropriately reinforces his/her meaning. | Speaker uses some body language that appropriately enhances their meaning. | Speaker uses much body language that appropriately enhances their meaning. | Speaker uses body language that appropiately enhances their meaning throughout speech. |
| Filler Words ("uh") | Frequently user filler words or phrases, or pauses inappropriately, pauses as if at a loss. | Smooth flowing language, with occational filler words or verbal tics. | Smooth flowing language, with one or two filler words or verbal tics. | Smooth flowing language, totally devoid of any filler words or verbal tics. |