

Brooks DeBartolo Collegiate High School
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Class: _____

Student: _____

Grade: _____

Rubric: Demonstration Speech Rubric

General				
	No 0 pts	N/A (N/A)	N/A (N/A)	Yes 5 pts
Citation	No	N/A	N/A	Yes
Delivery				
	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Visual Aid	Poor Student did not provide a visual aid.	Fair Student provided a visual aid but did not address it's relevance.	Good Student provided a visual aid and attempted to demonstrate with that aid. However, the aid was not entirely necessary to the topic.	Excellent Student provided a visual aid and attempted to demonstrate with that aid. The aid was relevant and useful to the demonstration.
Vocal Presentation	Poor Student was very hard to hear, had very poor articulation, spoke much too quickly, took unnecessary pauses, was obviously reading, etc. Vocal presentation made it very hard to understand the information being communicated.	Fair Student has a basically clear vocal presentation, with a few areas of mispronunciation, excessive use of filler words, rapid rate of speech, volume issues, etc..	Good Student spoke clearly, articulated well, loud enough for everyone in audience to hear, slowly enough so that audience could understand and did not use any unnecessary pauses or mispronounced words.	Excellent Student's vocal presentation went beyond basic functionality to include uses of vocal variety and language use that created an engaging performance.
Physical Presentation	Poor Student did not make eye contact with the audience, had lot of extra movement, slouched, held hands behind back, etc... Their physical presentation distracted from their speech.	Fair Student slumped over podium or leaned on table, had lots of unnecessary movement, or didn't use their hands for gestures, etc... Student had moments of eye contact with the audience, but spent parts of the speech focused on the	Good Student had good posture and use of gestures. Student maintained good eye contact with the webcam during the speech.	Excellent Student integrated posture, gestures, and other nonverbal behaviors so that they completed and enhanced the speech.



		outline, back wall, table, etc...		
Time	Poor less than 3 or more than 9 minutes	Fair between 3 - 3 1/2 or 8 1/2 - 9 minutes	Good Between 3 1/2-4 or 8 - 8 1/2 minutes	Excellent Between 4-8 minutes
Introduction				
Attention Getter	Poor Student did not provide any techniques to engage audience interest, or the attempt was made in an incoherent and disorganized fashion.	Fair Student attempted to engage audience interest, but the effort was incomplete, disorganized, or was negated by poor delivery.	Good Student used a story, hypothetical, rhetorical question, or other technique to attempt to attain the interest of the audience.	Excellent Student actively engaged the audience with a well practiced and delivered rhetorical device.
Credibility Statement	Poor Student did not make an attempt to establish credibility.	Fair Student made a statement to establish credibility, but was not relevant.	Good Student made a relevant claim to credibility.	Excellent Student made a relevant claim to credibility that was integrated within the introduction that effectively enhanced audience perception of credibility.
Preview	Poor Student did not preview the speech.	Fair Student attempted to preview the speech in a general manner which did not mention the main points of the speech.	Good Student attempted to preview the speech in a general manner which did not mention all of the main points of the speech.	Excellent Student gave a preview of the main points of the speech which clearly established the central idea.
Body				
Effectiveness	Poor As an audience member, I do not feel I would be able to reproduce the student's actions after attending their demonstration speech.	Fair As an audience member, I feel that I understood the process but am unsure of how to perform some of the steps.	Good As an audience member, I feel that I could perform the process demonstrated with only a few errors.	Excellent As an audience member, I feel confident in my ability to perform the process demonstrated.
Organization	Poor The body of the speech had no relation to the preview statement and was difficult to follow.	Fair The body of the speech had little or no relation to the preview statement, but was structured with transitions or other elements that aided comprehension.	Good The body of the speech was clearly related to the preview statement but was difficult to follow in places.	Excellent The body of the speech was clearly related to the preview statement and was easy to follow.

Conclusion				
Signal end/Reinforce central idea	Poor	Fair	Good	Excellent
	The conclusion did not signal the end of the speech or reinforce the central idea.	The conclusion performed one of these functions but not the other.	The conclusion both signaled the end of the speech and reinforced the central idea, but was unclear or incomplete in doing so.	The conclusion clearly signaled the end of the speech and reinforced the central idea.

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