**Movie Speech Rubric**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content** | **A - Exceeds Standards** | **B - Meets Standards** | **C - Works on Standards** | **D – Needs Improvement** |
| **(Introduction) Attention** | Attention-getter grabs the audience, creates information hunger. | Attention-getter gets audience involved (mentally or physically). | Attention-getter is present but limited. | >Attention is minimal or not gotten. |
| **Background Information** | A strong background sets tone & clearly introduces and relates the topic to the interests/needs of the audience. | An acceptable background is given in an interesting way. | Background is clear. | Background is confusing |
| **Analysis** | Monologue analyzed thoroughly | Monologue analyzed | Monologue could be further analyzed | Monologue was poorly or scarcely analyzed |
| **Summary** | Summary demonstrates much effort | Summary demonstrates some effort | Summary needs more effort | Summary shows poor effort |
| **Reflection** | Thorough reflection | Reflection demonstrates some effort | Reflection needs more effort | Reflection shows poor effort |
| **Transitions** | Transitions are artfully used between each section and main point of the speech. At least one internal summary or preview is used. | Transitions are used here and there to aid movement through the speech. | Transitions are bland and/or scarce. | No transitions are used. |
| **Speaker credibility** | Speaker established credibility (character, charisma, competence) and demonstrated good will toward the audience. | Speaker appeared credible, and demonstrated some good will toward the audience. | Speaker's credibility uncertain. Demonstrated minimal concern for the audience’s point of view. | Presentation inappropriate for the audience or speaking situation. Approach lacked credibility. |
| **Outline** | Outline conforms very well to class standards. Appropriate MLA citations; sentence format; transitions; intro./body/con. | Outline somewhat conforms to class standards. | Outline is either too wordy; proper format not followed throughout. (i.e. phrases instead of sentences.) | Outline is deficient in many areas. (e.g. purpose statement, thesis, transitions, attention getter, etc.) |
| **Visual/audio Aid** | Visual/audio aid greatly enhances interest and clarity in the content. | Visual aid/audio adds some interest and clarity. | Used a visual/ audio aid. | Use of or lack of visual aid detracted from speech. |
| **Total** |  |  |  |  |

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| **Delivery** | **A - Exceeds Standards** | **B - Meets Standards** | **C - Works on Standards** | **D – Needs Improvement** |
| **Sustained Eye Contact** | Speaker has strong direct eye contact with each member of the audience | Speaker has strong, direct eye contact during the speech | Eye contact is attempted but not with each member of the audience | Needs to work on eye contact |
| **Posture, Gestures and Movement** | Gestures, movements, and posture complement and extend the message, add life to speech | Gesture(s), movement, and posture complement message. | Gesture/posture/movement are stiff or distracting | Needs to work on gestures, movement, and posture. |
| **Extemporaneous Delivery** | Solid extemporaneous deliver, only subtly using notes for specific details | Extemporaneous delivery, using notes for specific points. | Somewhat extemporaneous delivery. Regular use of notes and some reading | Significant reading of the speech |
| **Vocal Variety** | Rate, pitch, pauses, volume and articulation strongly enhance message | Volume and articulation allow speaker to be clearly understood | Volume / articulation / rate / pitch / pauses sometimes distract from the message | Needs to work on volume / articulation / rate/ pitch / pauses |
| **Time** | 3-5 minutes | 2 ½ -3 minutes or  5-5 ½ minutes | 2-2 ½ minutes or  5 ½ -6 minutes | Less than 2 minutes or  more than 6 minutes |
| **Total** |  |  |  |  |