**SPEECH CRITERIA/RUBRIC**

**LEARNING INTENTION: I CAN GIVE A WELL-STRUCTURE AND ENGAGING SPEECH.**

A picture containing statue

Description automatically generated**INSTRUCTIONS:**

1. **Print out your 5 paragraph essay**
2. **Review comments/feedback on FreshGrade. Make any necessary changes based on the feedback.**
3. **Review your essay structure to make sure you have met the criteria. If not, edit/revise.**
4. **Feel free to add/delete some supporting sentences/points to make your speech more engaging and to keep within the time limi.**
5. **Practice independently, with a partner, or family member to get some descriptive feedback on how you can improve and delivery an excellent speech.**
6. **Memorize the content of your speech as best as you can. Use cue cards to remind you of what you want to say. Remember, although you do not have to have it memorized word for word, you want to convey to your audience that you know the content of your speech.**
7. **You have 2 weeks to practice and refind your presentation skills.**
8. **Use the speech guide booklet you were given to help prepare for the speech.**

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| **CRITERIA** | **BEGINNING** | **DEVELOPING** | **APPLYING** | **EXTENDING** |
| **Clarity of Introduction & Closure** | No clear introduction or conclusion.  Topic is not clear. | Introduction or conclusion but not both.  Topic may be clear. | Clear introduction and conclusion.  Topic is clear. | Introduction and conclusion captures the attention of the audience.  Topic and opinion on the ***persuasive*** topic is clearly articulated.  Thesis is clear (3 points) |
| **Interest and Content** | States few relevant ideas.  Viewpoints are not effectively supported by evidence | States some relevant ideas.  Viewpoints supported by some evidence, but somewhat limited. | Provides focused, highly relevant supporting ideas.  Viewpoints supported by evidence. | Provides detailed, effective supporting ideas; impactful.  Viewpoints supported/backed up by highly convincing evidence from reliable sources. |
| **Structure** | Language choices may be limited.  Inconsistent use of sentences, vocabulary, correct pronunciation.  Poorly sequences or ordered. | Language may be simplistic.  Some correct use of sentence structure, vocabulary and pronunciation.  Some information is logically sequenced. | Language is clear with some variety and preciseness.  Consistent use of sentences, vocabulary, and correct pronunciation.  Orders information logically. | Creates impact with sophisticated language.  Sentence structure and vocabulary use are powerful.  Main points are clear and organized effectively according to the structure for a persuasive essay. |
| **Delivery** | Nervousness is obvious – has trouble recovering from mistakes.  No eye contact with audience.  Too quick or too slow.  Could have been more engaging. | Use of volume, vocal control may be inconsistent.  Seldom makes eye-contact.  Sometimes uses pacing appropriately.  Sometimes engaged the audience. | Speaks clearly, audibly, with some expression.  Generally, makes eye contact.  Pacing is appropriate.  Engages audience with some presentation skills. | Speaks clearly, fluently, and expressively.  Consistently has good eye contact.  Pacing is used artistically and effectively.  Engages the audience using tone, voice, body language, facial expressions, emotions, clothing, props, and other presentation skills. |

SELF-ASSESSMENT

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| BEGINNING | DEVELOPING | APPLYING | EXTENDING |

PEER-ASSESSMENT

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| BEGINNING | DEVELOPING | APPLYING | EXTENDING |
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TEACHER EVALUATION

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| BEGINNING | DEVELOPING | APPLYING | EXTENDING |
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TEACHER COMMENTS: