

Speaking & Listening Assessment Project  
 High School ~ Advanced Persuasive  
 Standards Based Speaking Assessment Rubric

Criteria Categories	Exceeds Standard	Meets Standard	Approaches Standard	Begins Standard
<b>DELIVERY ITEMS</b>				
All delivery items may be adjusted for cultural differences in non-verbal communication & verbal codes.				
1. Body Posture & Movement.	Stands straight & still. Uses movements & posture to add to their message.	Either uses meaningful movements or does not shift or lean.	Uses no meaningful movements & leans or shifts weight.	Posture or movement interferes or distracts from presentation.
2. Eye Contact	Maintains consistent eye contact with entire audience.	Maintains eye contact with most of audience; most of the time.	Only occasionally looks at audience.	Has no eye contact with audience.
3. Facial Expression	Consistently uses facial expressions that enhance their message.	Facial expressions are natural & positive	Little variance in facial expression.	Uses no facial expressions.
4. Gestures	Uses purposeful & natural gestures that compliment the message.	Uses gestures in the presentation.	Uses no gestures in the presentation.	Gestures contradict or distract from the message.
5. Volume Projection	Speaks loudly & comfortably to be heard by entire audience.	Speaks loudly enough to be heard by most audience members.	Speaks softly causing some audience discomfort.	Cannot be heard.
6. Rate/Pacing	Varies rate & pauses for natural effect throughout presentation.	Uses appropriate rate but may have some pauses that do not create distractions.	Speaks too rapidly or slowly; pauses may interfere with smoothness of rate.	Rate causes confusion for audience.
7. Fluency	Speaks fluently & consistently avoids vocal fillers (um, uh)	Speaks fluently with occasional vocal fillers that do not create distractions.	Vocal fillers are noticeable & may interfere with fluency.	Vocal fillers create distractions.
8. Vocal Expression/Enthusiasm	Speaks with vocal expression & enthusiasm to create interest & attention.	Speaks with natural vocal expression, but needs more enthusiasm.	Speaks with some vocal expression or enthusiasm.	Speaks with little or no expression or enthusiasm.
9. Articulation	Enunciates & pronounces clearly & accurately throughout the presentation	Enunciates & pronounces clearly & accurately with only minimal distractions.	Either enunciation or pronunciation creates distractions.	Enunciation and/or pronunciation are creating major distractions.

## ORGANIZATION & STRUCTURE

10. Introduction – Attention	The attention-getter is topical, interesting, & time & audience appropriate.	The attention-getter is topical & audience appropriate, & is either interesting or time appropriate.	The attention – getter may be topic & appropriate, but needs to be more interesting & time appropriate.	The attention – getter is not topic & audience appropriate.
11. Introduction – Purpose Statements	The topic & purpose are clearly stated	Either the topic or purpose is clearly stated.	The speaker attempted to state the topic or purpose.	Topic & purpose are not stated.
12. Introduction – Justification	Importance of the topic to the entire audience is clearly demonstrated.	Importance of the topic to the entire audience is attempted.	Importance of the topic is attempted to portions of the audience.	Importance of the topic is not demonstrated to most of the audience.
13. Credibility	The speaker uses their own experiences & research to create their credibility to speak on this issue.	The speaker uses either their experiences or research to create credibility.	The speaker establishes limited credibility.	The speaker does not establish their credibility.
14. Introduction – Preview	The main points are clearly identified & established.	The main points are listed.	The main points are partially listed.	The main points are missing or unclear.
15. Body – Organizational Pattern	The speaker signals & follows a clear & logical organizational pattern.	The speaker uses a clear organizational pattern.	The speaker attempts to use a pattern.	The speaker appears to use no organizational pattern.
16. Body – Internal Organization	A logical, clear & balanced sub-structure is utilized within each point.	A logical & clear sub-structure is used in most points.	A sub-structure is utilized in many of the points.	Sub-structure is either unclear or not developed in many points.
17. Body – Transitions	Oral & physical transitions are used to signal moving from one idea to the next & provide relationships of those ideas.	Either oral or physical transitions signal moving from idea to the next.	Few transitions are used.	Transitions are not used.
18. Conclusion – Restatement/ Review	Closure is signaled by reviewing & applying the main points to the purpose statement.	Closure is signaled by restating the purpose statement & main points.	Either the purpose statement or main points are not clearly restated.	No restatements are made.
19. Conclusion – Ending	Rhetorical devices are used to provide a final appeal that unifies the entire speech & reminds the audience of the significance & relevancy of the topic.	A clear final appeal is used to conclude the presentation & reminds the audience of significance or relevancy of the topic.	The close of the presentation is signaled or contains a final appeal.	The presentation ends abruptly or incompletely.

<b>PERSUASIVE STRATEGIES</b>				
20. Organizational Strategies	The presentation utilizes a persuasive organizational pattern that meets the topic, audience, & speaker needs.	The presentation utilizes a persuasive organizational pattern.	Portions of the organizational pattern are persuasive in nature.	A persuasive organizational pattern is not utilized.
21. Persuasive Techniques	The speaker utilizes persuasive strategies designed to meet the needs of the specific audience they are addressing	The speaker utilizes persuasive strategies that are designed to meet a general audience's needs.	The speaker utilized persuasive strategies that were not appropriate to the topic, audience or speaker.	Persuasive strategies were not used.
22. Language Usage	Uses language & grammar that enhance audience understanding & helps them to visualize the ideas.	Uses clear language & proper grammar.	Uses language that is awkward & creates some discomfort or confusion.	Language choices were not accurate, sensitive or appropriate for the audience and/or occasion.
<b>SUPPORT</b>				
23. Elaboration / Explanation	Explanations are clear, interesting, well developed, balanced, & elaborate the information.	Explanations elaborate the information & are either well developed or clear & interesting.	Explanations were not developed or extended enough to make the point(s) clear to the audience.	There were no details or explanations.
24. Credibility of Support	At least half of the resources are clearly identified as authoritative primary resources.	At least some of the resources are clearly identified as authoritative primary sources.	Primary sources may be used but are either not identified or are non-authoritative.	No primary sources were used.
25. Citation of Sources	Authorship, source, date, & relevance of all support are clearly orally referenced.	Authorship, source & date are clearly orally referenced.	Sources & dates of the information is not orally referenced.	Authorship is not orally referenced.
26. Quality of Support	Resources & details are topic relevant, timely & non-repetitive.	Resources & details are topic relevant & timely.	Resources & details are topic relevant, but not timely.	The resources & details were not topic relevant
27. Quantity / Variety of Support	A variety of types of resources are used which clearly support the speaker's ideas.	Resources are utilized that support the speaker's ideas.	An insufficient number of resources were used to support the ideas.	No sources were used.
28. Visual & Audio Aids	Enhance the message, are neatly prepared, accurate, & effectively incorporated into the presentation.	Enhance the message & are neatly prepared & accurate.	Enhance the message, but are not neatly prepared and/or accurate.	No visual or audio aids were used.

<b>MEETING THE PURPOSE</b>				
29. Assignment Expectations – Topic	Not applicable.	The speaker meets topic expectations.	The speaker does not demonstrate how the topic meets the assignment expectations.	The speaker does not meet topic expectations.
30. Assignment Expectations - Time	The speaker exactly meets the time expectations.	The speaker meets time expectations within the allowable limits.	The presentation was near time expectations, but did not meet the time limits.	The speaker does not meet time expectations. The speaker needs to talk longer/shorter.
31. Audience Analysis	The speaker identifies the relationship of the audience to the content & clarifies & adapts that relationship throughout the speech.	The speaker identifies the audience & adapts the content to them.	The speaker identifies the audience or relationship of the audience to the content, but does not adapt the content to that audience.	The speaker does not identify & adapt to their audience.
32. Appropriateness of Presentation	Topic, content, time, & delivery are appropriate to the presentation & the speaker.	Topic, content, time, & delivery are appropriate for the presentation.	Topic & content are appropriate, but the speaker does not adapt time and/or delivery to the presentation.	Topic or content are not appropriate for the presentation.

**Code: The student: Exceeds, Meets, Approaches, Begins the standard.**

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