

Speaking and Listening Assessment Project  
**High School ~ Intermediate**  
 Speaking Assessment Rubric

|                                   | 4   | 3   | 2   | 1   | Total |
|-----------------------------------|---|---|---|---|-------|
| <b>DELIVERY ITEMS</b>             |   |   |   |   |       |
| Body Posture and Movement.        | Stands straight and still. Uses purposeful movements.   | Uses purposeful movements but shifts or leans without distractions.                       | Uses no purposeful movements and leans or shifts weight.                      | Posture or movement interferes or distracts from presentation.    |       |
| Gestures                          | Uses purposeful and natural gestures that compliment the message.                               | Uses gestures in the presentation.  | Uses no gestures in the presentation.   | Gestures contradict or distract from the message.                 |       |
| 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.                                 |       |
| Facial Expression                 | Maintains purposeful facial expressions.  | Facial expression adds to presentation.   | Little variance in facial expression.   | Uses no expressions.  |       |
| Volume/Projection                 | Speaks loudly and 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.  |       |
| Rate/Pacing                       | Varies rate and pauses for natural effect throughout presentation.                              | Uses appropriate rate but uses some vocal fillers that do not create distractions.        | Speaks too rapidly or slowly; pauses and/or vocal fillers may disrupt speech. | Rate causes confusion; vocal fillers create distraction.          |       |
| Language Usage                    | Uses language and grammar that enhance audience understanding.                                  | Uses clear language and proper grammar.   | Uses language that is awkward and creates some discomfort or confusion.       | Uses language that is inappropriate for the audience or occasion. |       |
| <b>Total</b>                      |   |   |   |   |       |
| <b>ORGANIZATION/STRUCTURE</b>     |   |   |   |   |       |
| Introduction – Attention          | The attention-getter is topical, interesting, and time and audience appropriate.                | The attention-getter fulfills 3 of the 4 criteria.  | The attention – getter fulfills 2 of the 4 criteria.                          | The attention – getter fulfills 1 or none of the criteria.        |       |
| Introduction – Purpose Statements | The topic and purpose are clearly stated.   | Either the topic or purpose is clearly stated.  | Attempts to state the topic or purpose.                                       | No topic or purpose is stated.                                    |       |
| Introduction – Preview            | The main points are clearly identified and established.   | The main points are listed.   | The main points are partially listed.   | The main points are missing or unclear.                           |       |
| Body – Organizational Pattern     | The speaker signals and follows a clear and logical organizational pattern.                     | The speaker uses a clear organizational pattern.  | The speaker attempts to use a pattern.  | The speaker is unorganized.                                       |       |
| Body – Transitions                | Oral and physical transitions are used to provide a clear relationship of one idea to the next. | Either oral or physical transitions provide a clear relationship of one idea to the next. | Few transitions are used to provide relationships of ideas.                   | Transitions are not used.   |       |

|                              |   |   |   |  |  |
|------------------------------|---|---|---|--|--|
| Conclusion – Ending          | A clear final appeal/ending is used that relates to the attention-getter, summarizes, and concludes the speech. | A clear final appeal/ending is used to summarize and conclude the speech. | The close of the speech is mentioned                    | The speech ends abruptly or incompletely.              |  |
| <b>Total</b>                 |   |   |   |  |  |
| <b>SUPPORT</b>               |   |   |   |  |  |
| Elaboration / Explanation    | Explanations are clear, interesting, well developed, and balanced.  | The speaker meets 3 of the criteria.                                      | The speaker meets 2 of the criteria.                    | The speaker meets 1 or none of the criteria.           |  |
| 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 are used.           | There are no resources used.                           |  |
| Citation of Sources          | Authorship, source, date, and relevance of all support are clearly referenced.                                  | Meets 3 of the 4 criteria.  | Meets 2 of the 4 criteria.                              | Meets 1 or none of the 4 criteria.                     |  |
| <b>Total</b>                 |   |   |   |  |  |
| <b>MEETING THE PURPOSE</b>   |   |   |   |  |  |
| Assignment Expectations      | The speaker meets time and topic expectations.  |   |   | The speaker does not meet time and topic expectations. |  |
| Audience Analysis            | The speaker adapts the introduction, body, and conclusion to the audience.                                      | The speaker adapts two of the sections to the audience.                   | The speaker adapts one of the sections to the audience. | The speaker does not adapt to the audience.            |  |
| <b>Total</b>                 |   |   |   |  |  |
| <b>SPEECH TOTAL</b>          |   |   |   |  |  |