

**Speaking and Listening Assessment Project**  
**Grade 6 to 8 - Intermediate**  
 Speaking Assessment Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>DELIVERY ITEMS</b>					
Body Posture and Movement.	Stands straight and still. Uses purposeful movements.	Uses purposeful movements but shifts or leans without distraction.	Uses no purposeful movements and leans or shifts weight.	Posture or movement interferes or distracts from presentation.	
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 expressions add to presentation.	Little variance in facial expressions.	Uses no facial 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.	
<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.	Listing of the main points is 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 presentation.	A clear final appeal/ending is used to summarize and conclude the presentation.	The close of the presentation is mentioned.	The presentation 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.	
Citations of Sources	Authorship, course, 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>PRESENTATION TOTAL</b>					

@ Illinois Speech and Theatre Association and Department of Communication, Illinois State University - May 2002