**Rubric for Informative Speech** *Student Name:*

Develop and apply effective speaking skills and strategies for various audiences and purposes

In presentations, use appropriate body language

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| **Learning Goals: Performance** | **Four** | **Three** | **Two** | **One** | **Zero** |
| *Body Posture and Movement* | Stands straight and still  Uses purposeful movements that support the message | Stands straight and still  Purposeful movements support speaker | Attempts to stand still  Leaning  Shifting  Movement  distracts | Fidgeting and other non-purposeful movement distracts from presentation | No evidence |
| *Eye Contact* | Maintains consistent eye contact with entire audience | Maintains consistent eye contact with most of the audience | Inconsistent eye contact or only looking at one place | Little eye contact or eyes are hidden | No evidence |
| *Voice Quality* | Speaks with a range of pitches, variety in tone, and appropriate emotion  Has distinct personality | Uses some pitch variance, some variety, and emotion | Monotone in either pitch or variety  Little attempt at emotion | Monotone in both pitch and variety  Distracting or inappropriate emotion (includes giggling) | No evidence |
| *Volume/Projection* | Speaks loudly and comfortably for the space | Speaks loud enough to be heard by all audience members | Speaks either too loudly or too softly to be heard comfortably | Creates discomfort with extreme volume, either loud or soft | No evidence |
| *Rate/Pacing* | Varies rate and pauses for natural effect | Uses appropriate rate and fluency | Speaks too quickly or slowly to be comfortably understood  Pauses or gaps cause distraction | Cannot be understood due to rate; either too quick or too slow  Fluency is choppy or inconsistent | No evidence |
| *Use of Fillers* | No fillers are used | Minimal fillers are used | Fillers create small distraction for the audience | Fillers create a distraction that can impede meaning for the audience | No evidence |

Notes:

Follow and apply the writing process to write effectively in various forms and types of writing.

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| **Learning Goals: Writing** | **Four** | **Three** | **Two** | **One** | **Zero** |
| *Introduction* | The hook, purpose statement, and connect-ing statement are all present and effective | The hook, purpose statement, and connecting statement are all present | The introduction is complete, but ineffective, or there are small pieces missing | There are major gaps that distract or cause misunder-standings | No evidence |
| *Main Points* | There are five or more clearly stated main points that effect-ively support the speaker’s position and use transitions | There are four or more clearly stated main points that use transitions | There are less than four main points that support the speaker  Few or no transitions are used | There are minimal or ineffective main points  There are no transitions to help the listener | No evidence |
| *Supporting Details* | Five or more supporting details successfully explain and reinforce the speaker’s main points and transition appropriately | Four or more supporting details explain and reinforce the speaker’s main points | Three or more supporting details are present and relate to the main point | Two or more supporting details are attempted | No evidence |
| *Conclusion* | Contains all pieces and successfully closes the speech | Contains all pieces  Brings the speech to a close | Is missing a relevant piece  A conclusion or ending is mentioned | Has major gaps that impede understanding  No clear ending | No evidence |
| *Citations* | Multiple sources are successfully cited within the outline and are from valid, reliable sources | Several sources are cited within the outline and are from valid, reliable sources | Attempts are made to cite the sources  There are only two sources used | Sources are incorrectly cited, or come from unreliable sources  There is only one source used | No evidence |
| *Rough Drafts* | All pieces are neatly organized and turned in: rough/final draft, peer edit, and outline | All pieces are turned in: rough/final draft, peer edit, and outline | One piece of the writing process is missing or is unfinished | Multiple pieces are missing or multiple pieces are unfinished | No evidence |
| *Final Copy* | Final draft is well written utilizing all of the 6 + 1 traits of writing | Final draft is well written utilizing nearly all of the 6+1 traits of writing | Final draft shows mastery with three or more of the traits | Final draft has mastery in only one or two of the 6 +1 traits | No evidence |

Notes:

ideas organization sentence variety word choice voice

Presentation conventions

Rehearse, polish, and present a performance for a class or invited audience.

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| **Learning Goals:**  **Media Aids** | **Four** | **Three** | **Two** | **One** | **Zero** |
| *Other Aids* | A variety of appropriate resources are used that support the speaker and add to the speech | Aid(s) are used that support the speaker  None are used or are needed | Aid(s) are used  An aid would have been useful to the understanding of the topic | Aid(s) are used that distract from the speech  An aid is needed to clarify and support | No evidence |
| *Rehearsal* | The student has spent class time and individual time preparing and presents a polished finished piece | The student has spent class time and individual time preparing | The student has spent class time preparing | The student has spent minimal time preparing for the presentation | No evidence |

Notes:

Develop and apply effective speaking skills and strategies for various audiences and purposes:

In presentations, use appropriate body language:

Follow and apply the writing process to write effectively in various forms and types of writing:

Rehearse, polish, and present a performance for a class or invited audience:

**Final Grade:**