

Performance Standard	Advanced (4)	Proficient (3)	Basic (2)	Minimal (1)
CONTENT				
Selects a topic appropriate to the audience and occasion	Topic engages audience; topic is creative, worthwhile, timely, and presents a significant amount of new information to the audience	Topic engages audience; topic is worthwhile, timely, and presents some new information to the audience	Topic is untimely or lacks originality; provides scant new information to audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation
Formulates an introduction that orients audience to topic and establishes credibility	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally establishes credibility; provides some orientation to topic; clear thesis; previews main points	Attention getter is mundane; somewhat develops credibility; awkwardly composed thesis; provides little direction for audience	Irrelevant opening; little attempt to build credibility; abrupt jump into body of speech; thesis/ main points can be deduced but are not explicitly stated
Locates, synthesizes and employs compelling supporting materials.	All key points are well supported with a variety of credible materials (e.g., facts, stats, quotes, etc.);sources provide excellent support for thesis; all sources clearly cited	Main points were supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited	Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified	Some points were not supported; a greater quantity/quality of material needed; some sources of very poor quality
Uses an effective organizational pattern	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident, main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions not well formed
Successfully adapts the presentation to the audience	Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, values, and attitudes; speaker makes allusions to culturally shared experiences; language is completely free from use of inappropriate words/terms	Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes and values; an attempt is made to establish common ground; no use of inappropriate words/terms	Speaker assumes but does not articulate the importance of topic; presentation was minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences; no use of inappropriate words/terms	The importance of topic is not established; very little evidence of audience adaptation; speaker needs to more clearly establish a connection with the audience; message is generic or canned; occasional use of inappropriate words/terms
Constructs a clear message with credible evidence and sound reasoning	Articulates problem and solution in a clear, compelling manner; supports claims with powerful/credible evidence; completely avoids reasoning fallacies	Problem and solution are clearly presented; claims supported with evidence and examples; sound reasoning evident	Problem and solution are evident; most claims are supported with evidence; generally sound reasoning	Problem and/or solution are unclear; claims not fully supported with evidence; some reasoning fallacies present
Develops a conclusion that reinforces the thesis and provides psychological closure	Provides a clear and memorable summary of points; refers back to thesis/big picture; ends with strong clincher or call to action	Appropriate summary of points; some reference back to thesis; clear clincher or call to action	Provides some summary of points; no clear reference back to thesis; closing technique can be strengthened	Conclusion lacks clarity; trails off; ends in a tone at odds with the rest of the speech
DELIVERY				
Effectively uses vocal expression and paralanguage to engage the audience	Excellent use of vocal variation, intensity and pacing; vocal expression natural and enthusiastic; avoids fillers	Good vocal variation and pace; vocal expression suited to assignment; few if any fillers	Demonstrates some vocal variation; enunciates clearly and speaks audibly; generally avoids fillers (e.g., um, uh, like)	Sometimes uses a voice too soft or articulation too indistinct for listeners to comfortably hear; often uses distracting fillers
Demonstrates nonverbal behavior that supports the verbal message	Posture, gestures, facial expression and eye contact well developed, natural, and display high levels of poise and confidence	Postures, gestures and facial expressions are suitable for speech, speaker appears confident	Some reliance on notes, but has adequate eye contact, generally avoids distracting mannerisms	Speaker relies heavily on notes; nonverbal expression stiff and unnatural
Skillfully makes use of visual aids	Exceptional explanation and presentation of visual aids; visuals provide powerful insight into speech topic; visual aids of high quality	Visual aids well presented; use of visual aids enhances understanding; visual aids good quality	Visual aids were generally well displayed and explained; minor errors present in visuals	Speaker did not seem well practiced with visuals; visuals not fully explained or were distracting; quality of visuals needs improvement
Time limit	Student meets time limit	Student is over/under time limit by ~1 minute		Student is more than 1 minute over/under time limit

Notes
