

Name: \_\_\_\_\_

TIME: \_\_\_\_\_

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## PERSUASION: FINAL SPEECH – SPEECH RUBRIC

### *Writing Workshop #3*

The following rubric will be completed as dictated by the “Persuasion: Final Speech – Paper Rubric” document. Meaning, for example, what constitutes a 4-score on the “Persuasion: Final Speech – Paper Rubric document” is the same criteria that constitutes a 4-score on the following rubric. (Note: The scores on this speech rubric may be different from the scores on the paper rubric, as elements may be added or omitted on one or both of the two products, thus resulting in different evaluations.)

#### **CONTENT:**

|                 |   |   |   |   |                       |   |   |   |                   |
|-----------------|---|---|---|---|-----------------------|---|---|---|-------------------|
| HOOK            | 4 | 3 | 2 | 1 | COUNTER #1            | 4 | 3 | 2 | 1                 |
| BACKGROUND INFO | 4 | 3 | 2 | 1 | COUNTER-COUNTER       | 4 | 3 | 2 | 1                 |
| THESIS          | 4 | 3 | 2 | 1 | COUNTER #2            | 4 | 3 | 2 | 1                 |
| REASON #1       | 4 | 3 | 2 | 1 | COUNTER-COUNTER       | 4 | 3 | 2 | 1                 |
| SUPPORT #1      | 4 | 3 | 2 | 1 | THESIS RESTATEMENT    | 4 | 3 | 2 | 1                 |
| SUPPORT #2      | 4 | 3 | 2 | 1 | CONCLUSIVE STATEMENTS | 4 | 3 | 2 | 1                 |
| REASON #2       | 4 | 3 | 2 | 1 | FLUENCY (TRANS.)      | 4 | 3 | 2 | 1                 |
| SUPPORT #1      | 4 | 3 | 2 | 1 | FLUENCY (STRUCTURE)   | 4 | 3 | 2 | 1                 |
| SUPPORT #2      | 4 | 3 | 2 | 1 |                       |   |   |   |                   |
| REASON #3       | 4 | 3 | 2 | 1 |                       |   |   |   |                   |
| SUPPORT #1      | 4 | 3 | 2 | 1 |                       |   |   |   |                   |
| SUPPORT #2      | 4 | 3 | 2 | 1 |                       |   |   |   |                   |
|                 |   |   |   |   | <b>TOTAL</b>          |   |   |   | <b>_____ / 80</b> |

**PUBLIC SPEAKING / PRESENTATION:**

|          | 4-score   | 3-score  | 2-score   | 1-score  |
|----------|---|--|---|--|
| Volume   | The speaker is loud and clear. The speaker can be heard by all members in the audience with ease throughout entire speech.  | The speaker is loud and clear for most of the speech. The speaker can be heard by almost all members in the audience with ease throughout entire speech.   | The speaker is quieter throughout the speech or does not maintain a loud and clear voice. The speaker is heard with effort by almost all members in the audience.                           | The speaker is quiet throughout the speech. The speaker is heard with difficulty by almost all members in the audience.  |
| Emphasis | The speaker stresses critical points and uses appropriate tone to support content. The speaker uses tone to support movement of ideas.  | The speaker mostly stresses critical points and mostly uses appropriate tone to support content. The speaker's tone mostly supports movement of ideas.   | The speaker sometimes stresses critical points and sometimes uses appropriate tone to support content. The speaker's tone sometimes supports movement of ideas.                             | The speaker uses the same tone throughout the speech and does not vary tone depending on content or movement of ideas.   |
| Pacing   | The speaker uses a moderate pacing that enables the audience to follow the speech. The speaker does not use fillers (um, like, etc.). The speaker does not pause during the speech to recall information. | The speaker uses an almost moderate pacing that enables the audience to follow most of the speech. The speaker may use several fillers (um, like, etc.). The speaker may take a couple pauses during the speech. | The speaker speaks too quickly or too slowly for some of the speech. The speaker uses some fillers (um, like, etc.). The speaker takes some pauses during the speech.                       | The speaker speaks too quickly or too slowly for much or all of the speech. The speaker uses fillers throughout the speech (um, like, etc.). The speaker takes pauses during the speech. |
| Eye Con. | The speaker maintains consistent eye contact with the audience. The speaker rotates eyes throughout audience to engage all audience members.  | The speaker maintains eye contact for most of the speech. The speaker rotates eyes during most of the speech to engage audience members.   | The speaker maintains eyes contact for parts of the speech. The speaker rotates eyes some during the speech.  | The speaker does not maintain eye contact for the majority of the speech. The speaker does not rotate eyes for the majority of the speech.   |
| Movement | The speaker moves to different areas during the speech to engage audience, without overly moving. The speaker maintains an upright, confident posture. The speaker does not fiddle or fidget.             | The speaker moves some during the speech to engage audience. The speaker mostly maintains an upright, confident posture. The speaker fiddles or fidgets some.  | The speaker moves maybe once or twice during the speech. The speaker sometimes has an upright, confident posture. The speaker fiddles or fidgets more than several times throughout speech. | The speaker does not move during the speech. The speaker does not maintain an upright, confident posture. The speaker fiddles and fidgets throughout speech.                             |
| Gestures | The speaker uses hand gestures to engage the audience. Gestures support the content and call attention to critical points or emotion. Gestures do not become a distraction.                               | The speaker uses some hand gestures to engage the audience. Gestures mostly support the content and call attention to critical points or emotion. Or, the gestures become a distraction.                         | The speaker uses only a few hand gestures to engage the audience. Gesture somewhat support content and call attention to critical points or emotion.  | The speaker does not use hand gestures to engage audience. Gestures are not connected to content and do not call attention to critical points or emotion.                                |
| Notecard | The speaker has clearly rehearsed the speech, and thus does not use the assistance of a notecard. The speaker is confident in presentation.   | The speaker has clearly rehearsed the speech, but uses a notecard with little writing as a form of assistance. The speaker is mostly confident in presentation.  | The speaker has only clearly rehearsed parts of the speech and uses a notecard to support fluency of the speech. The speaker is mostly reliant on the notecard.                             | The speaker has not clearly rehearsed the speech and uses the notecard to guide the speech. The speaker is completely reliant on notecard.   |

**TOTAL**      \_\_\_\_ / 28

**SPEECH TOTAL** \_\_\_\_ / 120 → \_\_\_\_%