



| | Exceptional (14-15) | Proficient (12-13) | Developing (9-11) | Beginning (0-8) |
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| Content of Speech | The speech was brief, terrifically engaging, vivid, and powerful. The anecdote was strong and the assertion of the speaker was clear. | The speech was brief, engaging, and vivid. The anecdote and the assertion of the speaker was clear. | The speech may have meandered a bit or the anecdote may have been weak or somewhat unclear; nevertheless, the overall point was clear. | The speech may have been disorganized, weak, or missing any clear anecdote. |
| Writing of Speech | The speech was stunningly crafted using varying sentence structure for fluency, excellent diction (word choice), sophisticated ideas, nearly impeccable conventions (spelling and grammar), and thoughtful organization. | The speech was carefully crafted using fluent sentence structure, appropriate diction (word choice), good ideas, careful conventions (spelling and grammar), and appropriate organization. | The speech might have had inappropriate sentence fluency (such as run-ons, fragments, or listing), inapt word choice, some unclear or weak ideas, some mistakes in conventions (spelling and grammar), and some unclear organization. However, it does not have all of these things. | The speech has several of the following: inappropriate sentence fluency (such as run-ons, fragments, or listing), inapt word choice, unclear or weak ideas, mistakes in conventions (spelling and grammar), and unclear organization. |
| Oral Presentation of Speech | Body language and tone were carefully crafted to enhance the message. The student avoided “pause fillers” and distracting movements. The student effectively used gestures, inflection, and eye contact. | The student took body language and tone into consideration. The student avoided most “pause fillers” and most distracting movements. The student attempted to incorporate effective gestures, inflection, and eye contact. | The student minimally considered body language and tone. The student may have used “pause fillers” or distracting movements. The student may have used distracting gestures, awkward/boring inflection, and/or minimal eye contact. | The student does not appear to have considered body language and tone. The student used “pause fillers” and distracting movements. The student may have lacked effective gestures, inflection, and eye contact. |
| In-class Participation | The student worked diligently on all aspects of speech writing. During practices and peer reviews, the student was attentive, on-task, and provided insightful, useful feedback for his or her peers. | The student worked diligently on most aspects of speech writing. During practices and peer reviews, the student was mostly attentive, on-task, and tried to provide insightful, useful feedback for his or her peers. | The student worked diligently on some aspects of speech writing. During practices and peer reviews, the student was somewhat attentive and on-task, but may not have provided insightful, useful feedback for his or her peers. | The student did not use class-time wisely and did not work diligently on speech writing. During practices and peer reviews, the student was off-task, inattentive, and unable to provide useful feedback for his or her peers. |