

Draft
Public Speaking
Judging Rubric: Suggested Criteria

Use the following criteria as a base for scoring and providing constructive feedback. Keep in mind that the rubric offers a set of guidelines for judges; use age-appropriate terms when phrasing feedback for youth.

Criteria	3 (Blue)	2 (Red)	1 (White)
General Appearance, Poise, Posture,	Neatly dressed and well groomed – good posture; smiled when appropriate; seemed confident and at ease throughout speech	Adequate dress and grooming; posture varied-affected by nervousness or stumbling; overcame initial nervousness; spoke with a few pauses or fill words;	Dress is sloppy, disheveled, or distracting; cleanliness or grooming an issue; was visibly stiff and nervous (e.g. slouched, paced)
Speech Material Selection	Material is age-appropriate, easy to follow, evidence of unity, coherence, and emphasis	Although material is age-appropriate, it is somewhat hard to follow, lacking aspects of unity, coherence, and emphasis	Material is age-appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis
Voice: Projection and Volume, Fluency, and Control	Speaker's voice varied effectively with clear expression, clear pronunciation, speed, tone and volume to engage and keep audience's attention and be heard across the room. Speaker talked enthusiastically with appropriate pauses. Tone of voice, pace and emotion enhanced the impact of the speech.	Speaker attempted to vary voice, expression, tone, and volume, but was occasionally too loud or too soft to be easily heard. Clarity of speech was inconsistent. The speaker's personality was not used as effectively as it could have been to convey the message. Although the speaker captured the attention of the audience, s/he did not maintain it; inconsistent pausing	Speaker attempted to vary voice tone, but with little effect. Audience was inconsistently engaged. Speaker was not loud enough/clear enough for the judges to hear and did not convey personality. Speaker spoke in a monotone voice; spoke haltingly, or was hard to understand.

		was noticed.	
Speech	Material organized around a clear purpose with one basic theme; topic is narrow; information is accurate, relevant to topic, and up-to-date; speech has clear steps and logical order; speaker sticks to the subject and conveys extensive knowledge of topic; speech is complete with introduction, body, summary and conclusion; speaker sticks to time requirements; highly effective use of speech notes.	Although theme is evident, material could be more clearly organized <i>or</i> material seemed organized, but theme was not evident. The topic could be more specific. Information is accurate but out-of-date <i>or</i> information is up-to-date, but could have been more accurate. The speech did not consistently follow a logical order or show clear steps. Although the speaker conveys knowledge of the topic, s/he didn't stick to the subject. Although time limit was adhered to, the speech did not seem complete; needed stronger summary/conclusion;	Purpose and basic theme of speech unclear; topic is too broad; information is incorrect or not relevant to topic; logical order of speech not evident; speaker doesn't convey knowledge of the topic and meanders; speech is missing an intro, body, summary or conclusion; speaker does not adhere to time requirements
Use of Language	Speaker's use of language was excellent; the words were put together well to convey meaning without appearing to be memorized. Effective use of language without being too technical or flowery. Correct grammar used.	Speaker didn't read entire speech, but hesitated and stumbled to some degree. Sounds memorized. More technical or "flowery" terms used than needed to provide effective information. Grammar was inconsistently correct.	Speaker read speech from cards and stumbled with frequent hesitations and filler phrases: "aaa," "like," "you know". Speaker used technical terms or "flowery" terms without explanation or out of context. Words were not put together well – meaning difficult to understand. Grammar was weak

			or incorrect.
Appropriate gestures and eye contact.	Used natural movement and descriptive gestures that displayed energy, created mood, and helped audience visualize. Only occasionally glanced at notes; made consistent / meaningful eye contact with audience.	Used some movement and gestures, but they didn't enhance the speech; some eye contact, but relied on notes to a level of distraction.	Used movement and gestures that distracted from the speech; (stiff, unnatural; body movement and gestures were not coordinated with speech); little/no eye contact (speaker looked at the floor or at notes).
Response to Questions	Speaker seemed well prepared and handled questions with ease. The speaker was able to offer more information than was originally covered in speech. The speaker displayed creative, spontaneous problem-solving in response to questions.	Speakers answered questions honestly and appropriately and exhibited knowledge of topic. Some creative thinking and problem solving skills evidenced; offered few spontaneous responses.	Speaker seemed unprepared for questions and had difficulty formulating answers. Very little creative thinking and problem solving skills evidenced. Little evidence of spontaneity.

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