

Presentation Rubric

	1	2	3	4	Score
Preparation	Student was absent for too many parts of the preparation process; practice is not evident.	Student was absent for parts of the preparation process, but some preparation is evident.	Speech reflects an adequate amount of practice and student participated in the process. Speech was memorized.	Speech presentation was polished and student participated in the process. Speech was memorized.	
Presentation	Student rarely, if ever, made eye contact. Speech was not clear, and in parts, could not be heard well.	Student tried to make eye contact, but read mostly from cards/paper. Volume and clarity could improve with practice.	Student made adequate eye contact, but relied briefly on cards/paper to present. Volume was appropriate and speech was clear.	Student made frequent eye contact, and didn't depend upon cards/paper to present. Volume was appropriate and speech was clear and purposeful.	
Engagement	Speech wasn't relevant and engaging to audience. Speech was monotonous.	Speech was interesting to audience. Variation in volume and tone was attempted.	Speech kept audience attention most of time. Topic was appropriate and interesting to audience. Variation in volume and intonation added to speech's impact.	Speech kept audience attention. Topic was appropriate, relevant, and interesting to audience. Variation in volume and intonation added to speech's meaning and impact.	
Movement/ Gesture & Expression	Movement, gesticulation and expression were distracting or confusing, or there was not enough movement to captivate audience.	Movement, gesticulation, and expression were purposeful and not distracting much of the time, or there was not enough movement to captivate audience.	Movement, gesticulation and expression added to meaning within the speech. Movement, gesticulation and expression were purposeful, and not distracting.	Movement, gesticulation, and expression added to or emphasized meaning within the speech. Movement, gesticulation, and expression were purposeful, but seemingly natural and not distracting.	
Language/ Diction	Language choices seemed not to consider audience. Vocabulary was simplistic. There were too many deviations from standard English conventions.	Language choices seemed not to consider audience. Vocabulary was simplistic. Deviation from standard English conventions distracted from meaning sometimes.	Language choices were reasonably purposeful and appropriate for audience. Vocabulary was mostly accessible, but simplistic. Deviation from standard English conventions didn't distract from meaning.	Language choices were purposeful and appropriate for audience. Vocabulary was accessible, but varied.	
Continuity	Speech was not finished.	Speech was not continuous, but speaker rebounded and finished.	Speech was fairly continuous and well paced.	Speech was continuous and paced well. Pauses were intentional and didn't distract from meaning.	
Visual Aids (BONUS)	Visual aids/ Technology distracted from the quality of the speech.	No visual aid(s).	Visual aids/ Technology added to the quality of the speech, but presenter could have been more familiar with materials/ technology.	Visual aids/ Technology added to the engaging quality of the speech.	