ConVal High School || Speaking　　　　　　Student Name _____　　Assignment _____

	Beginning	Developing	Accomplished	Exemplary
Introduction and Closing Remarks	The introduction does not establish a purpose or engage the audience. The closing remarks do not leave the audience with something to consider.	The introduction attempts to establish a purpose and to engage the audience but remains ineffective. The closing remarks leave the audience with little to consider.	The introduction establishes a purpose that engages the audience. The closing remarks leave the audience with some considerations.	The introduction establishes a clear purpose that skillfully engages the audience. The closing remarks leave the audience with some significant considerations.
Main idea and Supporting Materials/Evidence	The main idea and the supporting materials and evidence that are presented do not allow listeners to follow the line of reasoning.	The main idea and the supporting materials and evidence that are presented allow listeners to follow the line of reasoning, but only with difficulty	The main idea and the supporting materials and evidence that are presented allow listeners to follow the line of reasoning without difficulty.	The main idea and the supporting materials and evidence that are presented allow listeners to follow the line of reasoning with ease.
Audio-Visual Effects	Ineffective integration of graphics, props, sound, and/or animation/video to enhance audience's understanding.	Partially effective integration of graphics, props, sound, and/or animation/video to enhance audience's understanding.	Effective integration of graphics, props, sound, and/or animation/video to enhance audience's understanding.	Highly effective integration of graphics, props, sound, and/or animation/video to enhance audience's understanding.
Delivery	Rarely uses fluent speech, inflection, and/or sufficient volume. The speaker makes many **mistakes**. Delivery does not meet time expectations.	Inconsistently uses fluent speech, inflection, and sufficient volume. The speaker sometimes recovers from **mistakes**. Delivery does not meet time expectations.	Consistently uses fluent speech, inflection, and sufficient volume. The speaker quickly recovers from **mistakes**. Delivery meets time expectations.	Skillfully uses fluent speech, inflection, and volume. Delivery is free from **mistakes**. Delivery meets time expectations.
Body Language	Maintains ineffective posture. Rarely uses effective hand gestures.	Inconsistently maintains effective posture. Inconsistently uses effective hand gestures.	Consistently maintains effective posture. Consistently uses effective hand gestures.	Consistently maintains effective posture and uses highly effective hand gestures.
Eye contact	Rarely makes eye contact with audience.	Inconsistently makes eye contact with audience.	Consistently makes eye contact with portions of audience.	Skillfully makes direct eye contact to hold the attention of the entire audience.

Notes:

Definition

Speaking refers to the delivery of a purposeful verbal presentation designed to increase knowledge, to foster understanding, to stimulate discussion, or to promote changes in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

This rubric is designed to evaluate oral presentations and to assess live or video-recorded presentations. This rubric best applies to formal presentations that are marked by purposeful organization and are enhanced by one or more forms of supporting materials.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Delivery**: the observable, physical behaviors of the presenter, including posture, gestures, eye contact, and the use of voice
- **Organization**: the sequencing of ideas and supporting material which ensures that the content of the presentation is understandable and accomplishes its purpose