

# Oral Presentation Rubric: Demonstration Speech

Teacher: Mr. Kruger

Student: \_\_\_\_\_

<b>Capture</b>	Capture step grabs the interest of the audience and is based on research.	Capture step is evident but does not grab audience attention and may not be based on research.	Capture step does not use a method discussed in class and is not based on research	Capture step is missing
<b>Motivate</b>	Many motivational statements are given and motivation is well developed.	Several motivational statements are given and is somewhat developed.	A few motivational statements are given and motivation lacking.	No motivation is provided.
<b>Assert/Preview</b>	Clearly states assert, "Today we are going to learn how to..." and follows with a preview saying, "We will focus on ..."	Assert/preview statements are clearly stated but uses the wrong pronoun reference. Uses "I" instead of "We".	Assert or preview is missing from the speech.	Assert and preview are missing from the speech.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
<b>Reading</b>	The student did not read or rely on notes for any of the speech.	The student read or used notes for very little of the speech.	The student read and relied on notes for a large portion of the speech.	The student read or relied on notes for most or all of the speech.
<b>Transitions</b>	Many transitions are present and guide the audience through the speech.	Several transitions are present and guide the audience through the speech.	A few transitions are used.	Little or no transitions are used.
<b>Organization</b>	Follows the points established in the preview in the proper order. Logical and easy to follow and understand.	Follows points in the preview, but the points need to be in a better organizational pattern.	Does not follow the points from the preview. Haphazard order and somewhat difficult to follow.	No organizational pattern is apparent.
<b>Demonstration</b>	Demonstration is thorough and complete.	Demonstration is somewhat thorough.	Demonstration is lacking. More demonstration needed.	There is little or no demonstration.
<b>Dead Air</b>	There is no "dead air" during the speech.	There are no more than about 10 seconds of "dead air" in the speech.	There are about 10-20 seconds of dead air in the entire speech.	There are long periods of silence with more than a total of 20 seconds of "dead air".
<b>Supporting material</b>	The speech is filled with abundant support including facts, statistics, testimonials, narratives, examples, analogies, and visual aids.	There are several forms of support including facts, statistics, testimonials, narratives, examples, analogies, and visual aids.	There are a few forms of support, but mainly facts.	There is mainly general information without a variety of supporting materials.
<b>Visual Aids</b>	Student uses several visual aids that show considerable work/creativity and which make the presentation better.	Student uses one visual aid that shows considerable work/creativity and which makes the presentation better.	Student uses one visual aid which makes the presentation better.	The student uses no visual aids or the visual aids do not make the presentation better.
<b>Time Limit</b>	Presentation is 7-8 minutes long.	Presentation is 5-6 minutes long.	Presentation is 4-5 minutes long.	Presentation is less than 4 minutes or more than 8 minutes.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time.	Volume sometimes too soft to be heard by all audience members.	Volume often too soft to be heard by all audience members.
<b>Vocal Variety</b>	Vocal variety was often used and it made the speech interesting and important listen to.	Vocal variety used for parts of the speech.	Vocal variety rarely used to make the topic sound important.	Vocal variety was lacking. Needs to make the topic sound important.
<b>Articulation</b>	Student is extremely articulate and does not use "wanna", "gonna", "cuz", "ta" etc. Speaks clearly and distinctly all the time.	Student is somewhat articulate but uses "wanna", "gonna", "cuz", "ta" etc. a few times.	Student has fair articulation and uses "wanna", "gonna", "cuz", "ta", several times.	Student has poor articulation and uses "wanna", "gonna", "cuz", "ta", etc. many times in the speech.
<b>Enthusiasm</b>	Facial expressions, body language, and vocal variety generate a strong interest in the	Facial expressions, body language, and vocal variety somewhat generate an interest	Facial expressions, body language, and vocal variety are lacking to	Very little use of facial expression, body language, or vocal variety. Enthusiasm

	topic in others.	in the topic.	interest others.	variety. Enthusiasm lacking.
<b>Gestures</b>	Uses many hand gestures throughout the speech to convey meaning.	Uses several hand gestures throughout the speech.	Uses very few hand gestures throughout the speech.	Uses little or no hand gestures throughout the speech.
<b>Posture</b>	Stands up straight, looks relaxed and confident throughout the entire speech.	Stands up fairly straight and looks somewhat confident for the speech.	Poor posture is evident in a variety of locations in the speech.	Slouches and uses poor posture throughout most of the speech.
<b>Eye Contact</b>	Establishes eye contact with everyone in the room for the entire speech.	Establishes eye contact with part of the audience by mainly looking straight ahead.	Direct eye contact with the audience is limited. May look up but not directly at audience.	Eye contact is almost non-existent. Student looks down or at notecards.
<b>Facial Expression</b>	Uses much facial expression to convey meaning.	Uses several facial expressions to convey meaning.	Uses few facial expressions.	Facial expression is lacking.
<b>Conclusion</b>	Fully developed conclusion that restates the speech purpose, summarizes main points, and relates back to introduction.	The conclusion has the necessary elements, but needs development.	The conclusion is missing some of the necessary elements. The conclusion is only a couple of sentences.	There is no conclusion. The speech ends abruptly.
<b>Volunteer</b>	5 points for volunteering.	No points. Did not volunteer.	10 points deducted for not being ready when called on the first time.	20 points deducted for not being ready when called on two times.
<b>Time limit</b>	Missed time limit 1-30 seconds 3 point deduction.	Missed time limit 31-60 seconds 6 point deduction.	Missed time limit 61-90 seconds 9 point deduction.	Missed time limit 91-120 seconds: 12 point deduction.