

(Fire alarm)

ELA 10 Semester 2 Summative Final Speech Rubric – Revised 30 April 2014

Criterion	4 – Advanced (above grade level)	3 – Proficient (at grade level)	2 - Basic	1 - Below Basic	0 - Far Below Basic
<b>Outline Focus</b> CCSS -W: • 1a	The outline is consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • alternate or opposing claims are clearly addressed	The outline is generally focused: • claim is clearly maintained throughout • opposing claim addressed	The outline may have a minor drift in focus: • may be clearly focused on the claim but is insufficiently sustained • may not address opposing claim	The outline relates to the purpose but may offer little relevant detail: • may be very brief and/or may have a major drift • claim may be confusing or ambiguous	A response gets no credit if it provides no evidence of the ability to state a claim
<b>Outline Organization / Elaboration of Evidence</b> MLA CCSS -W: • 1b	The outline is thorough and convincing, and contains support for the writer's claim that includes the effective use of sources, facts, and details: • use of evidence from sources is relevant and adds to interest • uses perfect citations in outline, works cited page, and in visuals	The outline provides adequate support for writer's claim that includes the use of sources, facts, and details: • evidence from sources is relevant • uses correct citations in outline, works cited page, and in visuals	The outline provides uneven or cursory support for the writer's claim: • evidence is generally relevant • there may be errors with citations in outline, works cited page, and in visuals	The outline provides minimal support for the writer's claim: • use of evidence from sources is minimal, irrelevant, or in error. • no citations are used in outline or visuals and/or there is no works cited page present	A response gets no credit if it provides no evidence of the ability to include and elaborate on evidence
<b>Speech Delivery Style</b> CCSS-SL • 4	Skillful presentation of argument: • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Uses variance in pitch, rate, and volume to appropriately convey meaning throughout • Exhibits practiced purposeful control	Effective presentation of argument: • Consistent use of direct eye contact with audience, but still returns to notes • Uses satisfactory variance in pitch, rate and volume to appropriately convey meaning • Exhibits practice and control	Basic presentation of argument: • Displays minimal eye contact with audience, while reading mostly from the notes • Uses some variance in pitch, rate, and volume to appropriately enhance meaning • Some practice and control are evident	Inadequate presentation of argument: • Holds no eye contact with audience, as entire report is read from notes • Speaks in monotone or a voice that is clearly uncontrolled (awkward pauses, low volume, an/or uneven pacing) • Shows no evidence of practice	Does not give speech.
<b>Speech Argument Organization</b> CCSS -SL: • 6	The speech delivery has a clear and effective organizational structure helping create unity and completeness: • employs a strong opening and logical progression of ideas • ideas progress skillfully from beginning to end • effective introduction and conclusion for audience and purpose	The speech delivery has an organizational structure, though some ideas may be loosely connected: • adequate use of transitional strategies with some variety • ideas progress smoothly from beginning to end • introduction and conclusion are adequate	The speech delivery has an inconsistent organizational structure: • inconsistent use of transitional strategies with little variety • ideas progress unevenly from beginning to end • introduction and conclusion, if present, may be weak	The speech delivery has little or no discernible organizational structure: • few or no transitional strategies are evident • ideas are disjointed or may be too short to • introduction and conclusion, if present, may be weak	Does not give speech.
<b>Speech Visual Aid</b> CCSS -SL: • 2	The visual aid insightfully enhances understanding of reasoning and evidence, and adds to interest.	The visual aid enhances understanding of reasoning and evidence, and adds to interest.	The visual aid shows an understanding of reasoning and evidence, but may get distracting or irrelevant at times.	The visual aid does not add to an understanding of the evidence and/or distracts from the purpose.	Does not give speech or No visual aid incorporated in any form in the presentation.

- Well practiced - good voice  
 - lived real story as evidence  
 - build benefit with summaries  
 - transitions needed.  
 - good invitation for audience support

Metaphorical strategies