

# *Corrimal Public School*

## Public Speaking Competition Stage 2 Marking Rubric 2011

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Topic: \_\_\_\_\_

MANNER	1	2	3	4
<b>Poise and Appearance</b>	Looks nervous; inappropriately dressed.	Some tension or indifferent appearance.	A little nervous; quick recovery from minor mistakes.	Relaxed, self confident and appropriately dressed.
<b>Body Language</b>	No descriptive movement or gestures.	Insufficient movement and/or gestures not coordinated with speech.	Gestures present but appear awkward or unnatural.	Natural movement; appropriate to content and engaging to audience.
<b>Eye Contact</b>	No effort to make eye contact with audience.	Occasional but unsustained eye contact with audience.	Fairly consistent use of direct eye contact with audience.	Holds attention through direct eye contact with most members of audience.
<b>Voice</b>	Low volume or monotonous tone.	Uneven or inappropriate volume and/or little inflection.	Variation in volume and inflection enhances presentation.	Variation in volume and inflection maintains audience interest and emphasizes key points.
<b>Pacing</b>  <b>Time: _____:_____</b>	Either too fast or too slow; pauses, 'umms' and 'aahs' interfere with flow. Less than 1min:30sec.	Either too fast or too slow; some pauses, 'umms' and 'ahhs' interfere with flow. 1min:30sec to 2min or longer than 3min:30sec	Delivery generally successful; rarely do pauses, 'umms' and 'ahhs' interfere with speech. 2min to 2min:50sec	Excellent pacing, including dramatic pauses; no 'umms' or 'ahhs'. 2min:50sec to 3min:30sec
<b>Use of Notes</b>	Uses a large sheet of paper; and/or reads from notes continually.	Uses oversized palm cards; reads from notes for the majority of the speech.	Indiscrete use of palm cards; some evidence of reading for short periods of time.	Discrete palm cards; no evidence of reading, glances briefly at cards.
MATTER	1	2	3	4
<b>Central Idea</b>	Has little or no focus on central idea or topic.	Attempts to focus on a central idea or topic.	Conveys a central idea or topic.	Maintains clear focus on central idea or topic.
<b>Details</b>	Insufficient or unrelated details.	Lists related details but provides no elaboration.	Provides sufficient details with some elaboration.	Elaborates details to support central idea.
<b>Material selection</b>	Material is age appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis.	Material is mostly age appropriate; hard to follow at times and lacking in one/two aspect of unity, coherence and emphasis.	Material is age-appropriate; usually easy to follow and lacking one aspect of unity, coherence and emphasis.	Material is age appropriate, easy to follow, evidence of unity, coherence, and emphasis.
<b>Introduction Conclusion</b>	Little or no introduction or conclusion.	Attempts to form an introduction and/or conclusion; introduces self and topic explicitly	Includes an introduction and conclusion that is linked to the central idea.	Includes an engaging introduction and conclusion that is clearly linked to the central idea.

Additional Comments:

Total Score: \_\_\_\_\_ / 40

Teacher: