INFORMATIVE SPEECH RUBRIC

CRITERIA	4	3	2	1	0
INTRODUCTION					
Attention Getter	Excellent attention getter. Uses a creative technique, clearly engages listeners' interests and demands attention to the subject.	Good narrative attention getter. Attempts to engage listeners' interests and attention to subject.	Attention getter is mundane or cliché; audience is not engaged to listen or develop interest in message; opening narrative lacks quality.	Irrelevant opening or does not begin with attention getter in the form of a narrative; or states topic in overly direct manner such as, "Today, I am going to talk about…"	No opening technique.
Audience Relation	Excellent connection made between topic and audience. Speaker expertly relates topic to audience, giving them a strong reason to listen.	A connection is made between the topic and audience. Speaker relates topic to audience and gives them a reason to listen.	An attempt is made at relating the topic to the audience, but the connection falls short of connecting to listeners and giving them a reason to listen.	An irrelevant attempt is made to connect the topic with the audience.	No attempt at audience relation is made in the introduction.
Credibility	Speaker clearly explains his/her expertise with and interest in subject matter.	Speaker offers a statement explaining his/her expertise with and interest in subject matter.	A statement of credibility is offered, but needs more development or elaboration.	Speaker credibility is implied, but not directly stated.	No credibility statement is offered.
Thesis Statement	Clearly states thesis as a single, declarative sentence; intentions of the speech are clear, direct, effective, easily remembered, and relevant to the audience.	Discernable, generally appropriate thesis statement; clarity of position and/or intention for audience is somewhat unclear or broad for the listeners.	Awkwardly composed thesis statement; thesis asserts little regarding the intentions of the speech; delivery of thesis may be ineffectively roundabout or vague for the audience.	Thesis statement can be deduced but is not explicitly stated; audience is most likely lost as to the topic.	No thesis statement.
Preview	Preview of main points specific & memorable; logically identifies main points in a straightforward manner; listeners easily know organization/ how ideas will be presented.	Previews main points; provides organization for how ideas will be presented.	Main points not clearly or completely forecasted to listeners. Pattern of organization somewhat unclear.	Main points of the speech may be deduced but are not explicitly stated. Pattern of organization is indiscernible.	No preview of main points.
DELIVERY					
Eye Contact	Consistently establishes eye contact with everyone in the room during presentation, demonstrates scanning to connect with listeners.	Establishes eye contact with most everyone during presentation; some scanning may be present; few if any distractions occur with connecting to the audience.	Establishes and maintains eye contact; notes are occasionally a distraction affecting eye contact with their listeners; has tendency to glance briefly elsewhere (floor, ceiling, etc.).	Focus is directed away from audience members for lengthy periods the majority of the time (e.g. notes, V.A., floor, walls, over heads of the audience, etc.). May ignore a portion of the room.	Eye contact is significantly lacking and/or absent.

Facial Expression	Facial expressions are animated, establish natural rapport with audience where appropriate; demonstrates a natural, normal match to tone of speech.	Facial expressions are comfortable, appropriate, and timely in the speech.	Generally, facial expressions are used but could be utilized more to add to the message and connect to the audience.	At times, facial expression appears to be uncomfortable for the circumstances of the speech.	Expressions are minimal or deadpan; facial features are out of character or indifferent or overly unexpressive.
Purposeful Movement/ Use of Stage	Gesturing is natural, appropriate, spontaneous, and easily seen by each audience member; posture demonstrates confidence; movement is deliberate and has purpose. Speaker moves effectively around the stage.	Gesturing is generally natural for the occasion and audience; majority of movement appears appropriate; posture appears to exude poise. Speaker moves around the stage, but could look more natural.	Gestures do not appear to be coordinated with message conveyed; movement around stage lacks purposefulness; distracting movement or fidgeting (i.e. grooming gestures, crossing legs, etc.) present; posture awareness is absent.	Movement around stage is not attempted. Body is ramrod straight and remains positioned in one place without movement (i.e., talking head), or gestures overly exaggerated, distracting or disconnected from message.	Body is not used to aid message. No attempt is made to move around the stage. Gestures are absent.
Prepared to Present	Speaker is well prepared, practiced, and appears ready to present, which leads to a smooth flowing presentation.	Speaker is prepared and ready to present, but could have used a few more practice sessions to improve flow.	Speaker seems prepared and may have practiced presentation several times, but it is evident that more preparation and practice is needed to improve flow.	Speaker is not prepared to present; it is evident that minimal practice sessions were held; delivery is choppy.	Speaker is not prepared to present.
Vocal	Excellent use of vocal variation, intensity, pacing, pauses; vocal expression natural and enthusiastic; avoids using fillers successfully.	Good vocal variation and pace; vocal expression suited to assignment; tone has conversational quality; few if any fillers (e.g., um, uh, like).	Demonstrates some vocal variation; enunciates clearly and speaks audibly; monotone at times; generally avoids fillers (e.g., um, uh, like).	Sometimes uses voice too soft or articulation too indistinct for listeners to comfortably hear; often uses fillers; pace difficult to follow or inappropriate.	Speaks inaudibly; enunciates poorly; speaks in monotone; poor pacing; distracts listeners with fillers (e.g., um, uh, like).
Word Choice	Language is exceptionally clear, economical, imaginative/vivid; completely free from bias, grammatical errors and inappropriate usage. Assertive language is strong, but ethical, to evoke emotional appeals from audience members.	Language is appropriate to the goals of the presentation; no conspicuous errors in grammar; no evidence of bias. Language is assertive, ethical, and evokes emotional appeals from audience members.	Language selection adequate; some errors in grammar; language at times misused (e.g., jargon, slang, awkward structure). Language choices are appropriate, but fail to evoke emotional appeals from audience members.	Grammar and syntax need to be improved as can level of language sophistication; occasionally biased bordering on unethical. Inappropriate/ offensive word choice. Does not create emotional appeals for audience members.	Many errors in grammar and syntax; extensive use of jargon, slang, sexist/racist terms or mispronunciations. Word choice is inappropriate and offensive. No attempt at ethical emotional appeals.
STRUCTURE					
Topic Adapted to Audience	Topic is appropriately challenging for speaker, well suited for assignment, and engaging for the audience:	Topic is appropriate to the audience and situation and provides some useful information to the audience;	Topic is untimely or lacks originality; provides scant new information to audience. Speaker assumes,	Topic is too trivial, too complex, or inappropriate for audience; topic is not suitable for the situation or	A single topic cannot be deduced. Speech is contrary to audience beliefs, attitudes, and values; message is

Topic Adapted to Audience Cont.	worthwhile, timely, and presents new information. Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, attitudes, and values; speaker promotes shared meaning.	however, some elements of the topic may be too complex. Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes and values; an attempt is made to establish common ground.	but does not articulate, the importance of topic; presentation is minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience's frame of reference or experiences.	cannot be deduced by listeners. The importance of topic is not established; very little evidence of audience adaption; speaker needs to more clearly establish a connection or common ground with the audience.	generic or canned; no attempt is made to establish common ground.
Understandable Directions/ Process Related to Major	Instructions/explanations are simple, easy to follow; commands or techniques are effortless to recall; process is adept, naturally progressive, and marked by a clear method or system of doing something to accomplish or produce a specific result.	Instructions/explanations are clear and recognizable; overall, the process or concept is discernable for the audience.	Instructions are somewhat clear and can be recalled with some effort; process with a few exceptions, is progressive and can be actuated by the audience.	Instructions can be followed, but not easily remembered or simplified; sequence of procedure is logical and can be followed, but only with absolute focus – extensive lists are included making it difficult to retain message.	Instructions are vague or overly complex and are not understandable; there is no logical process or system offered.
Organization	Very well organized. Main points are clear, mutually exclusive (function effectively as separate entities), cohesive (create uniformity when taken together), directly relate to thesis, & previewed in intro. Movement between main points is natural, exhibiting exceptional use of connectives/transitions.	Organizational pattern is evident, main points are apparent in the body of the speech; sequence of ideas is logical and easily followed. Transitions are present between main points.	Organizational pattern somewhat evident; main points are present but not mutually exclusive or exactly as previewed. Transitions are present but minimally effective.	Speech did not flow well; speech was not logically organized; transitions are present but not well formed.	No organizational pattern; no transitions; sounded as if information was randomly presented.
Support Material (X 2)	Speaker uses highest quality evidence available for topic that is appropriate for audience and situation; clearly cites author, year, and publication title for each source. Cites enough evidence to support explanations and contribute interest to speech.	Speaker uses quality evidence appropriate for topic, audience and situation; cites author, year, and publication title for each source, though may stumble through oral citations. Cites the minimum number of sources required for the assignment, but may need more support or variety.	Speaker uses adequate quality evidence to support argument. A minimum of four sources is orally cited; however, complete oral citations are not provided. Not all claims are supported with evidence weakening the efficacy of the argument.	Speaker uses weak evidence to support argument (too may .com websites, articles without identified authors, etc.). Complete oral citations are not provided and most claims are not supported with evidence.	No oral citations are provided or evidence cited is of weak quality for topic, audience, and situation.

Narrative Element	Element of storytelling is seamlessly integrated into the speech, demonstrating creativity and adding strong emotional appeals for the audience. Narrative element clearly "shows" the audience the relevance/value of the topic and why it is important.	Element of storytelling adds personalization to the speech and creates some emotional appeals for the audience. Narrative elements add a level of "showing" the importance/usefulness of the topic.	Element of storytelling is present, but lacks integration with rest of speech. Narrative element attempts to "show" the audience the importance/relevance of the topic, but clarity of narrative needs more refinement.	Element of storytelling is too brief to form a narrative and is not well integrated. Narrative does not "show" audience the importance/relevance of the topic.	Element of storytelling is absent from the speech.
Credibility Maintained and Developed	Firmly establishes and maintains credibility throughout speech. Speaker ethos exhibits believability, integrity, respect, and goodwill. Competence is acquired throughout presentation via personal proof and outside sources of information.	Credibility is established; speaker appears trustworthy and respectful of content and audience. Personal proof and outside sources help to develop credibility and once credibility is established, it is maintained by providing oral citations throughout the presentation.	Generally establishes credibility; ethical behaviors are apparent; competence and honesty are present but not enhanced; seems to respect the audience. Credibility could be better maintained through the use of oral citations throughout the presentation.	Somewhat establishes credibility; speaker does not foster an inclusive or sensitive approach to the topic; fallacies are present; accuracy of message is questionable.	Little attempt to build credibility; ethos is not present or considered; competence is not established; demonstrates a disregard for dealing with the topic fairly. Speaker does not attempt to create/maintain credibility beyond the introduction.
CONCLUSION					
Restate Thesis	Thesis is reiterated in the form of a single, declarative sentence; position of the speaker's intent is clear, direct, effective, and easily recapped for the audience.	Thesis is generally appropriate; clarity of position is still somewhat unclear or broad for the listeners.	Awkwardly recomposed thesis statement that still asserts little or expresses nothing regarding intentions for speech; listener is still unsure of the speaker's position.	Restatement of thesis asserts little or expresses nothing regarding the intentions of the speech just covered; listener is lost.	No restatement of thesis.
Review	Logically summarizes main points in a straightforward manner; listeners easily know what was discussed and easily reminded of the organization and how ideas were presented.	Main points are reviewed in the order previewed and discussed in the body of the speech; reiterates organization for how ideas were presented.	Provides some summary of main points. Pattern of organization that was used throughout speech is unclear.	Main points are not clearly or completely reviewed to the listeners.	Summary of the main points is absent or unstated.
Final Statement	Strong closing statement applied; challenges listeners to put to use what has been presented; final impression is powerful, authoritative, and confident.	Final impression is clear and motivates listeners.	Final impression is not fully connected to the subject and/or does not demand absolute attention by the audience; closing technique can be strengthened.	Ends in a tone at odds with the rest of the speech, or fails to signal end of speech to listeners.	Speech ends abruptly and without closer.

VISUAL AID					
Design and Animation	Visual expertly adheres to design principles, with particular attention to the "Big 4". Uses white space skillfully. Design shows originality; appropriate number of slides is used. Visually exciting and interesting. Animation is used tastefully/judiciously; use enhances presentation and does not detract from it.	Most elements are large, easy to see at a distance; images evoke pathos; white space is used to prevent crowding. Good number of slides is used. Good use of animation that does not detract from presentation.	Some elements are too small to be seen from a distance and/or some slides are overcrowded (white space needed to be used to help the elements breath). Good number of slides. Animation is used, but is sometimes distracting.	Majority of elements are too small to be seen/read from a distance. Slides are overcrowded, white space not effectively used. A few too many or not quite enough slides used. Animation is used, but it distracting; too much movement; inappropriate use of sounds; flying objects, etc.	Slides do not appear well thought out, elements are not cohesive, inappropriate number of slides used (excessive number) or design issues could have easily been solved with more slides. No animation is used.
Content	Exceptional presentation of visual aid; visuals provide powerful insight into speech topic. Visual aid ensures accuracy, comprehension, and recall of message. Highlights of research are presented on visual aid, images, diagrams used.	Visual aids well presented; use of visual aids enhances understanding; helps with accuracy, comprehension, and recall of message. Highlights most of the important elements in presentation; includes some diagrams, images, graphs.	Visual aids are generally well displayed and explained.	Visual aids not fully explained. Visual aid is used, but does not help with accuracy, comprehension, and recall of message.	Visual aids not relevant.
Incorporation	Visual aid is a core part of the presentation that is routinely and seamlessly referred to during the presentation. Slides are always in sync with what is being discussed, removed from sight when not in use, and displayed for the right amount of time for audience to process. Speaker refers to slides and doesn't read them to audience unless needed.	Visual aid is included; referred to during the presentation; most important elements are pointed out during the presentation; slides are for the most part in-sync with what is being discussed; removed from sight when not in use. Slides presented for the right amount of time. Speaker refers to slides, only reading from them occasionally.	Visual aid occasionally included and referred to at times during presentation; some important elements are pointed out during the presentation; some slides are out of sync with what is being discussed; generally removed from sight when not in use. Some slides rushed through. Speaker routinely reads slides word-for-word to the audience.	Speaker is not well practiced with visuals; visual aid does not feel like an important part of overall speech; most slides are out of sync with what is being discussed; sometimes removed from sight when not in use. Slides rushed through, not displayed long enough for audience to process. Speaker reads the slides word-for-word when not necessary.	Use of visual aids distracts from the speech; it is forgotten about (forgets to switch slides when necessary, etc.). Never removed from sight when not in use. Slides clicked through so fast audience can't read and comprehend content. Slides are read to the audience.
Creativity	Taken has a whole, the design tells a clear and discernable story; engages multiple listener senses; and shows strong originality.	Taken has a whole, the design tells a story; engages multiple listener senses, and shows some originality.	Taken as a whole, the design attempts to tell a story but mainly presents the facts without a story telling feel. Visual aid does not engage multiple listener senses; lacks originality.	Taken has a whole, the design does not tell a story, does not engage multiple listener senses; and shows no originality. A standard design template is used.	Taken has a whole, the design is inappropriate and not professional.