

Senior Project Presentation Rubric: Public Speaking

2013-2014

Senior's Name: _____ Panelists' Names: _____ Date: _____
 Public Speaking Teachers: _____ **Mr. John Horan and Mr. Chris Kelly** _____ Independent Study Teacher: _____
 English Teacher: _____ Math Teacher: _____

| | Skill | An <u>A</u> Presentation has | A <u>B</u> Presentation has | A <u>C</u> Presentation has | An <u>F</u> Presentation has | Points |
|--|---|--|---|---|--|-------------|
| CONTENT | INTRODUCTION A beginning which describes why the topic was chosen | An <i>exceptional</i> beginning which describes why the topic was chosen <i>Points Possible</i> (10) | An <i>effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (9-8) | A <i>somewhat effective</i> beginning which describes why the topic was chosen <i>Points Possible</i> (7) | <i>Noor little</i> beginning which describes why the topic was chosen <i>Points Possible</i> (6-0) | /10 |
| | THESIS/CLAIM The <u>B</u> : the statement of your argument; the essay's "main idea" | An <i>exceptional</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (10) | An <i>effective</i> thesis/claim (<u>B</u>) that responds to the Driving Question <i>Points Possible</i> (9-8) | A <i>somewhat effective</i> thesis/claim (<u>B</u>) that <i>somewhat</i> responds to the Driving Question <i>Points Possible</i> (7) | <i>No thesis/claim</i> (<u>B</u>), one that <i>does not make sense</i> , or one that <i>does not respond to the Driving Question</i> <i>Points Possible</i> (6-0) | /10 |
| | BACKGROUND INFORMATION Before the argument begins, appropriate and necessary information that provides context for the argument (e.g., historical, socioeconomic, geographical, statistical, etc.) | <i>Exceptional</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (10) | <i>Effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (7) | <i>No or little</i> background information that provides appropriate and necessary context for the argument <i>Points Possible</i> (6-0) | /10 |
| | SUPPORTING IDEAS/REASONS Ideas/Reasons (<u>As</u>) that support thesis/claim (<u>B</u>) | <i>Exceptional</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-18) | <i>Effective</i> ideas/reasons (<u>As</u>) that logically support the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16) | Ideas/Reasons (<u>As</u>) that <i>somewhat</i> support the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14) | Either <i>very few</i> or <i>no</i> ideas/reasons (<u>As</u>) or ones that <i>do not support the thesis/claim</i> (<u>B</u>) <i>Points Possible</i> (13-0) | /20 |
| | OPPOSING IDEAS/REASONS and REBUTTAL Ideas/Reasons (<u>Os</u>) that oppose thesis/claim (<u>B</u>) | <i>Exceptional</i> ideas or reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>exceptional</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (20-18) | <i>Effective</i> ideas/reasons (<u>Os</u>) that logically oppose the thesis/claim (<u>B</u>); <i>effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (17-16) | Ideas/reasons (<u>As</u>) that <i>somewhat</i> oppose the thesis/claim (<u>B</u>); <i>somewhat effective</i> rebuttal (<u>Rs</u>) to those opposing ideas <i>Points Possible</i> (15-14) | Either <i>very few</i> or <i>no</i> opposing ideas/reasons (<u>As</u>) or ideas/reasons which <i>do not oppose the thesis/claim</i> (<u>B</u>); <i>little</i> or <i>no</i> rebuttal (<u>Rs</u>) to the opposing ideas (<u>Os</u>) <i>Points Possible</i> (13-0) | /20 |
| | SET-UPS and EVIDENCE Set-ups <u>and</u> Evidence that support Background Information, Supporting Ideas/Reasons, and Opposing Ideas/Reasons and Rebuttal (must include at least 2 Quantitative Data Representations) | <i>Exceptional</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (20-18) | <i>Effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (17-16) | <i>Somewhat effective</i> set-ups and evidence, including at least 2 quantitative data representations <i>Points Possible</i> (15-14) | Either <i>little</i> or <i>no</i> set-ups and evidence; <i>no</i> quantitative data representations <i>Points Possible</i> (13-0) | /20 |
| | ANALYSIS of EVIDENCE to SUPPORTING or OPPOSING IDEAS/REASONS Logical explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u>) and the thesis/claim (<u>B</u>) | <i>Exceptional</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (20-19) | <i>Effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (17-16) | <i>Somewhat effective</i> explanations that link the evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (15-14) | <i>Ineffective</i> or <i>no</i> explanation of evidence to the supporting or opposing ideas/reasons (<u>As</u> and <u>Os</u>) and the thesis/claim (<u>B</u>) <i>Points Possible</i> (13-0) | /20 |
| | PROPOSAL One or more major idea to solve the identified problem, with idea separated into at least three parts; full explanation of each part | <i>Exceptional</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (10) | <i>Effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (7) | <i>Little</i> or <i>no</i> proposed idea(s), separated into parts, with full explanation <i>Points Possible</i> (6-0) | /20 |
| | INTENDED AUDIENCE FOR PROPOSAL Appropriate use of language, tone, and style to reach the intended audience for the proposal | Awareness of audience, purpose, and occasion through the use of <i>exceptionally</i> appropriate language, tone, and style <i>Points Possible</i> (10) | Awareness of audience, purpose, and occasion through the use of <i>effective</i> language, tone, and style <i>Points Possible</i> (9-8) | Awareness of audience, purpose, and occasion through the use of <i>somewhat effective</i> language, tone, and style <i>Points Possible</i> (7) | <i>Ineffective</i> awareness of audience, purpose, and occasion through the <i>ineffective</i> use of appropriate language, tone, and style <i>Points Possible</i> (6-0) | /20 |
| STATEMENT OF INTENT Written statement of purpose and process of the Creative Element | <i>Exceptional</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (20-18) | <i>Effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (17-16) | <i>Somewhat effective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (15-14) | <i>Ineffective</i> explanation of the evolution of critical thought to creative ideas to creative work. Possible Points (13-0) | /20 | |
| Total Content Points | | | | | | /150 |

| | | Skill | An <u>A</u> Presentation has | A <u>B</u> Presentation has | A <u>C</u> Presentation has | An <u>F</u> Presentation has | Points | |
|--|-----------------------------------|--|---|--|--|---|--|-----|
| CREATIVE ELEMENT of Senior Project Presentation (30%) | Public Speaking | AUTHENTIC AND ORIGINAL STUDENT VOICE Offers a genuine creative and critical expression of oneself | <i>Exceptional Student Voice</i> —Exceptional use of pathos, logos and ethos in communicating authentic and original student voice. <i>Points Possible</i> (20-18) | <i>Effective Student Voice</i> — appropriate use of pathos, logos and ethos. Effective communication of authentic and original student voice. <i>Points Possible</i> (17-16) | <i>A somewhat effective use of student voice;</i> A <i>somewhat effective</i> use of pathos, logos and ethos. A <i>somewhat effective</i> communication of student voice. Presentation is somewhat original. <i>Points Possible</i> (15-14) | An <i>ineffective use of student voice.</i> <i>Ineffective use of pathos, logs and ethos.</i> <i>Presentation shows no originality and lacks clear student voice.</i> <i>Points Possible</i> (13-0) | /20 | |
| | | CREATIVE RELEVANCY TO THE LISTENER Authentically and creatively connects topic to the audience | <i>Exceptional Relevancy</i> An exceptional demonstration of why the student’s topic matters and its specific application to real world situations <i>Points Possible</i> (20-18) | <i>Effective Relevancy</i> Effective demonstration on why the student’s topic matter and its application to real world situations. <i>Points Possible</i> (17-16) | <i>Somewhat Effective Relevancy</i> A somewhat effective demonstration of why the student’s topic matters and its application to real world situations. <i>Points Possible</i> (15-14) | <i>Little or no Relevancy</i> Little or no demonstration on why the student’s topic matters. Little to no application of topic to real world situations. <i>Points Possible</i> (13-0) | /20 | |
| | | VISUAL AESTHETIC VALUE Enriches and captivates the audience’s understanding | <i>Exceptional Aesthetic Value</i> Exceptionally enriches and captivates the audience’s understanding of the thesis/claim through the choices of effective rhetorical devices. <i>Points Possible</i> (20-18) | <i>Effective Aesthetic Value</i> Effectively enriches and captivates the audience’s understanding of the thesis/claim through the choices of effective rhetorical devices. <i>Points Possible</i> (17-16) | <i>Somewhat Effective Aesthetic Value.</i> Somewhat effectively enriches and captivates the audience’s understanding of the thesis/claim through the choices of rhetorical devices. <i>Points Possible</i> (15-14) | <i>Little or no Aesthetic Value</i> Does not captivate or enrich the audience’s understanding of the thesis/claim. Little to no use of rhetorical devices. <i>Points Possible</i> (13-0) | /20 | |
| | | ADDITIONAL AESTHETIC VALUE: STUDENT CHOSEN Showcases the following additional student-chosen element: | <i>Exceptional Use of Additional Aesthetic</i> Exceptional use of a student chosen, specific aesthetic element <i>Points Possible</i> (30 – 27) | <i>Effective Use of Additional Aesthetic</i> Effective use of a student chosen, specific aesthetic element <i>Points Possible</i> (26-24) | <i>Somewhat Effective Use of Additional Aesthetic</i> Somewhat effective use of a student chosen, specific aesthetic element <i>Points Possible</i> (23 – 21) | <i>Little to No Use of Additional Aesthetic</i> Student does not, or poorly uses al student chosen, specific aesthetic element <i>Points Possible</i> (20 – 0) | /30 | |
| DELIVERY of the Senior Project Presentation (20%) | The Public Speaking Skills | EYE CONTACT Develop rapport with the audience through eye contact | <i>Exceptional</i> eye contact with the entire audience, seldom returning to notecards. <i>Points Possible</i> (10) | <i>Effective</i> eye contact with the audience - but some distracting use of notecards and/or visual aid. <i>Points Possible</i> (9-8) | <i>Some</i> eye contact with the audience, frequently returning to the distracting use of notecards and/or visual aid. <i>Points Possible</i> (7) | <i>Little or no</i> eye contact with the audience. <i>Points Possible</i> (6-0) | /10 | |
| | | VOICE | ELOCUTION Articulate voice clearly and confidently | <i>Exceptionally</i> clear, correct, and precise pronunciation of all words and phrases. | Clear, correct, and precise pronunciation of <i>most</i> words and phrases. | Clear, correct, and precise pronunciation of <i>some</i> words and phrases. | <i>Unclear, incorrect, and/or imprecise</i> pronunciation of words and phrases. | /10 |
| | | | Spoken GRAMMAR and USAGE No unintended problems with grammar, e.g., subject-verb agreement, pronoun-antecedent agreement, and verb tenses; no unintended usage problems | <i>Exceptional</i> control of grammar and usage with no errors <i>Points Possible</i> (10) | <i>Effective</i> control of grammar and usage, with few errors that do not prevent understanding <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> control of grammar and usage, with occasional errors that limit understanding <i>Points Possible</i> (7) | A <i>lack of</i> control of grammar and usage, with frequent errors that prevent understanding <i>Points Possible</i> (6-0) | |
| | | POSTURE and GESTURES Use body language to enhance presentation | <i>Exceptional</i> posture: Standing straight with both feet on the ground, and/or <i>Exceptional</i> gestures: hand gestures <i>enhance</i> audience’s understanding. <i>Points Possible</i> (10) | <i>Effective</i> posture: Standing straight with both feet on the ground, with some rocking back and forth; and/or <i>Effective</i> gestures: hand gestures <i>assist</i> audience’s understanding. <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> posture: Some standing straight, but with rocking back and forth and slumping; and/or <i>Somewhat effective</i> gestures: hand gestures <i>sometimes assist</i> audience’s understanding. <i>Points Possible</i> (7) | <i>Ineffective</i> posture: Sits or slumps during entire presentation; and/or <i>Ineffective</i> gestures: few or no hand gestures that assist audience’s understanding. <i>Points Possible</i> (6-0) | /10 | |
| | | ENTHUSIASM Convey emotion during the presentation | <i>Exceptionally</i> strong and positive attitude about topic during the entire presentation. <i>Points Possible</i> (10) | <i>Pleasant</i> attitude about topic during much of the presentation. <i>Points Possible</i> (9-8) | <i>Engaged</i> attitude about topic during the some of the presentation. <i>Points Possible</i> (7) | <i>Disengaged</i> attitude about topic during the most of the presentation. <i>Points Possible</i> (6-0) | /10 | |
| | | TRANSITIONS Connections made between and among the various parts of the presentation | <i>Exceptional</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (10) | <i>Effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (7) | <i>Ineffective or no</i> transitions between and among the various parts of the argument and the creative element <i>Points Possible</i> (6-0) | /10 | |
| | | INTERACTION with the AUDIENCE | <i>Exceptional</i> encouragement of audience interaction; and <i>Exceptional</i> knowledge of the topic displayed while responding confidently, precisely, and appropriately to all audience questions. <i>Points Possible</i> (10) | <i>Effective</i> encouragement of audience interaction; and <i>Effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (9-8) | <i>Somewhat effective</i> encouragement of audience interaction; and <i>somewhat effective</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (7) | <i>Insufficient</i> encouragement of audience interaction; and <i>Insufficient</i> knowledge of the topic displayed while responding directly and appropriately to all audience questions. <i>Points Possible</i> (6-0) | /10 | |
| Final Senior Project Presentation Grade: _____/300 (Each senior must earn a B- [80% or 240 points or higher] in order to pass his/her Senior Project Presentation.) | | | | | | | | |