**Speaking Rubric**

**Speaking Goal:** Give individual, pair and/or small group academically-oriented oral presentations of up to 5 minutes in length

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|  | **Weak** | **Needs Improvement** | **Meets Expectations (68%)** | **Excellent** |
| **Content** | Ideas are often difficult to understand  No or very little support of ideas | Many ideas are difficult to understand  Little support for ideas | Most ideas are interesting and easy to understand  Adequate support for ideas | Ideas are interesting, original and easy to understand  Strong support for ideas |
| **Organization** | Many elements of presentation are missing | Some elements of presentation are missing | Most elements of presentation are included | All elements of presentation are included |
| **Transitional Expressions** | Few transitional expressions are used correctly | Transitional expressions are repeated or used incorrectly | Correctly used a variety of transitional expressions | Correctly and naturally used a wide variety of transitional expressions |
| **Vocabulary and Expressions** | Vocabulary is not relevant to topic  Many errors of expression | Vocabulary is mostly relevant to topic.  Some errors of expression | Vocabulary is relevant to topic  Few errors of expression | Wide variety of vocabulary is used to describe topic.  Very few errors of expression |
| **Pronunciation (x2)**  (see checklist) | Usually difficult to understand  Frequent pronunciation errors | Often difficult to understand  Several pronunciation errors | Usually easy to understand  Some pronunciation errors | Easy to understand  A few pronunciation errors |
| **Fluency** | Speaks too fast or too slow  Pauses are missing  Overuse of fillers | Often speaks either too fast or too slow  Not enough pauses are added  Uses many unnatural fillers | Speaks at a comfortable speed  Pauses where necessary  Speaks with very few unnatural fillers | Speech is at a natural speed  Pauses naturally  No unnatural fillers |
| **Grammar** | Many grammar errors interfere with comprehension | Some grammar errors interfere with comprehension | A few grammar errors, but they do not interfere with comprehension | Almost no grammar errors |
| **Delivery** | Speaker often doesn’t look comfortable, confident and enthusiastic.  Speaks too quietly  Has no note cards | Speaker sometimes looks comfortable, confident and enthusiastic  Doesn’t always speak loud enough  Body language is inappropriate  Attempts to use note cards | Speaker usually looks comfortable, confident and enthusiastic.  Speaks loud enough  Controls body language  Uses note cards | Speaker looks comfortable, confident and enthusiastic.  Uses body language appropriately  Uses note cards according to all guidelines |
| **Visual Aids** | Many guidelines for visuals were not followed. | Some guidelines for visuals were not followed | Guidelines for visuals were followed | Visuals were creative and helped audience better understand the topic |