**Process Speech Rubric**

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|  | 4 | 3 | 2 | 1 |
| Substance & Style | Topic is important to STEM and engages the class.  Audience is fully engaged, and the speaker **commands the attention** and respect of the room. | Topic is somewhat connected to STEM and moderately engages the class.  Audience is somewhat engaged. Speaker may **lack confidence** or doesn’t command the respect of the room. | Topic is weakly connected to STEM and may or may not engage class.  Audience is silent and not engaged.  **Speaker is nervous and distracts the audience with nervous gestures/ques.** | Topic fails to engage class and no logical connection between it and STEM can be seen.  **Speech lacks an introduction or conclusion and**/or speech is difficult to follow. Rambles without purpose. |
| Structure | Speech has a **clear structure** that is easy to follow. Contains an effective and **clever hook,** transitions throughout the **body**, and brings audience to a **close**. | Speech has a structure that can be followed, maybe a point or two where organization is **unclear or lacks transitions.** Contains a hook, body, and conclusion. | Structure poses a challenge for the audience**. Ideas not in thought out order.** May have an ineffective hook or conclusion. | Speech **lacks an introduction or conclusion** and/or speech is difficult to follow. Rambles without purpose. |
| Use of Rhetoric | Speaker makes the rhetorical situation clear (**clear exigence and purpose**), as well as employs **all three of Aristotle’s appeals effectively.** Speaker also uses **other speaking techniques**, such as tone, imagery and figurative language to enhance the quality of the presentation (especially use of metaphor or analogy) | Speaker makes the rhetorical situation somewhat clear (clear exigence and purpose), as well as employs **two of the three of Aristotle’s appeals effectively**. Speaker also **attempts to use other speaking techniques,** such as tone, imagery and figurative language to enhance the quality of the presentation. | The **rhetorical situation is not very clear**, leaving the audience to infer (clear exigence, audience, and purpose). **Speaker employs only one of the three of Aristotle’s appeals effectively** or attempts to use more, but they are not effective or clear. **Speaker does not use other techniques.** | The **rhetorical situation is not very clear at all,** leaving the audience confused about the topic and it’s purpose (clear exigence and purpose). **Speaker does not employ Aristotle’s appeals,** or does not use any of them effectively. Speaker does not use other techniques. |
| Visual Aid | Visual aid is simple and necessary to the speech. Follows all the rules/techniques of a great visual. **Visual is engaging to audience, not only functional, but necessary for audience.** | Visual aid **is simple but some slides lack purpose** that is necessary to the speech. Breaks one or two rules of visual aids (too much text or animation, uness etc.) | Visual aid is **used as a crutch** for the speech, more valuable to speaker than audience. Breaks several visual rules. | Visual aid is **not presen**t or is **distracting** to the audience. **Not actually relevant to speech or connection/purpos**e not clear. |
| Speech Elements & Speaking Elements | Speech **meets length requirement** and contains needed elements. **Speaker makes eye contact** with entire audience. **Speaks at appropriate level and with vocal variety.** | Speech **meets length requirements.** Speaker makes eye contact, **but tends to focus on one portion of the room.** Speaks at an appropriate level, **but may lack variety in tone** (slips into monotone). | Speech is **within twenty seconds o**f time length. **Makes eye contact, but may be inconsistent or focusses on teacher.** Speaks too loud or soft, speaks with monotone voice at times. | Speech does not meet length requirement and doesn’t come within twenty seconds. **Speaker looks at visual often, the board, or teacher almost entire speech.** |