# Public Speaking Competition
## Stage 2 Marking Rubric 2014

**Student Name:** __________________________  **Grade:** __________________________

**Topic:** __________________________

<table>
<thead>
<tr>
<th><strong>MANNER</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Poise and Appearance</td>
<td>Looks nervous; inappropriately dressed.</td>
<td>Some tension or indifferent appearance.</td>
<td>A little nervous; quick recovery from minor mistakes.</td>
<td>Relaxed, self confident and appropriately dressed.</td>
</tr>
<tr>
<td>Body Language</td>
<td>No descriptive movement or gestures.</td>
<td>Insufficient movement and/or gestures not coordinated with speech.</td>
<td>Gestures present but appear awkward or unnatural.</td>
<td>Natural movement; appropriate to content and engaging to audience.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>No effort to make eye contact with audience.</td>
<td>Occasional but unsustainable eye contact with audience.</td>
<td>Fairly consistent use of direct eye contact with audience.</td>
<td>Holds attention through direct eye contact with most members of audience.</td>
</tr>
<tr>
<td>Voice</td>
<td>Low volume or monotonous tone.</td>
<td>Uneven or inappropriate volume and/or little inflection.</td>
<td>Variation in volume and inflection enhances presentation.</td>
<td>Variation in volume and inflection maintains audience interest and emphasizes key points.</td>
</tr>
<tr>
<td>Pacing</td>
<td>Either too fast or too slow; pauses, ‘umms’ and ‘ahhs’ interfere with flow. Less than 1min:30sec.</td>
<td>Either too fast or too slow; some pauses, ‘umms’ and ‘ahhs’ interfere with flow. 1min:30sec to 2min or longer than 3min:30sec.</td>
<td>Delivery generally successful; rarely do pauses, ‘umms’ and ‘ahhs’ interfere with speech. 2min to 2min:50sec.</td>
<td>Excellent pacing, including dramatic pauses; no ‘umms’ or ‘ahhs’. 2min:50sec to 3min:30sec.</td>
</tr>
<tr>
<td>Use of Notes</td>
<td>Uses a large sheet of paper; and/or reads from notes continually.</td>
<td>Uses oversized palm cards; reads from notes for the majority of the speech.</td>
<td>Indiscrete use of palm cards; some evidence of reading for short periods of time.</td>
<td>Discrete palm cards; no evidence of reading, glances briefly at cards.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>MATTER</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
<th><strong>3</strong></th>
<th><strong>4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Has little or no focus on central idea or topic.</td>
<td>Attempts to focus on a central idea or topic.</td>
<td>Conveys a central idea or topic.</td>
<td>Maintains clear focus on central idea or topic.</td>
</tr>
<tr>
<td>Details</td>
<td>Insufficient or unrelated details.</td>
<td>Lists related details but provides no elaboration.</td>
<td>Provides sufficient details with some elaboration.</td>
<td>Elaborates details to support central idea.</td>
</tr>
<tr>
<td>Material selection</td>
<td>Material is age appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis.</td>
<td>Material is mostly age appropriate; hard to follow at times and lacking in one/two aspects of unity, coherence and emphasis.</td>
<td>Material is age-appropriate; usually easy to follow and lacking one aspect of unity, coherence and emphasis.</td>
<td>Material is age appropriate, easy to follow, evidence of unity, coherence, and emphasis.</td>
</tr>
<tr>
<td>Introduction Conclusion</td>
<td>Little or no introduction or conclusion.</td>
<td>Attempts to form an introduction and/or conclusion; introduces self and topic explicitly</td>
<td>Includes an introduction and conclusion that is linked to the central idea.</td>
<td>Includes an engaging introduction and conclusion that is clearly linked to the central idea.</td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Total Score:** ________________/40

**Teacher:** __________________________