

## Academy at the Lakes: Annual Public Speaking Program

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Selection: \_\_\_\_\_ Total Points: \_\_\_\_\_

| CATEGORY                       | 4   | 3  | 2   | 1   |
|--------------------------------|---|--|---|---|
| <b>Volume</b>                  | Volume is loud enough to be heard by all audience members <b>throughout</b> the presentation.                                   | Volume is loud enough to be heard by all audience members <b>most</b> of the time.             | Volume is loud enough to be heard by all audience members <b>some</b> of the time.                  | Volume was <b>too soft</b> to be heard by all audience members.                                       |
| <b>Pitch</b>                   | Pitch was <b>often used</b> and it expressed emotions <b>appropriately</b> .  | Pitch was <b>often used</b> but the <b>emotion</b> expressed was <b>not always a fit</b> .     | Pitch was <b>rarely used</b> OR the <b>emotion</b> was <b>NOT appropriate</b> .                     | Pitch was <b>not used at all</b> to express emotion.  |
| <b>Speaks Clearly</b>          | Speaks clearly and distinctly <b>all the time</b> with <b>NO</b> mispronounced words.   | Speaks clearly and distinctly <b>all the time</b> , but <b>mispronounced one</b> word.         | Speaks clearly and distinctly <b>most of the time</b> . Mispronounced <b>no more than one</b> word. | Often <b>mumbles</b> or <b>cannot be understood</b> OR mispronounces <b>more than one</b> word.       |
| <b>Pauses</b>                  | <b>2 or more</b> pauses were used <b>appropriately</b> to improve meaning and/or dramatic impact.                               | <b>One</b> pause was used <b>appropriately</b> to improve meaning and/or dramatic impact.      | Pause(s) were <b>used</b> but <b>did not improve</b> meaning or dramatic impact.                    | Pauses were <b>not appropriately used</b> .   |
| <b>Posture and Eye Contact</b> | Stands up straight, <b>looks relaxed and confident</b> . Establishes eye contact with everyone in the room during presentation. | Stands up straight. Establishes eye contact with everyone in the room during the presentation. | <b>Sometimes</b> stands up straight and establishes eye contact during the presentation.            | Slouches and/or does not look at people during the presentation.                                      |
| <b>Enthusiasm</b>              | Facial expressions and body language create a <b>strong interest and enthusiasm</b> from others.                                | Facial expressions and body language generate <b>some interest</b> from others.                | Facial expressions and body language are used, but seem a bit <b>faked</b> .                        | Very <b>little use</b> of facial expressions or body language. <b>Did not</b> generate much interest. |
| <b>Preparedness</b>            | Student is <b>completely prepared</b> and has obviously rehearsed.  | Student seems <b>pretty prepared</b> but might have <b>needed a couple more rehearsals</b> .   | The student is <b>somewhat prepared</b> , but <b>needed several more rehearsals</b> .               | Student does not seem at all prepared to present.   |
| <b>Content</b>                 | Content is <b>completely</b> appropriate for the audience.  | Content is <b>mostly</b> appropriate for the audience.   | Content is <b>somewhat</b> appropriate for the audience.  | Content is <b>not appropriate</b> for the audience.   |