

## PUBLIC ADDRESS RUBRIC

| CRITERIA FOR EVALUATION   | SUPERIOR  | EXCELLENT   | GOOD   | FAIR  |
|---------------------------|---|---|--|---|
| <b>THESIS</b>             | Thesis clearly fulfills the purpose of the event. It is rational, reasonable, and relevant. It is justified, clearly stated and well-developed. It shows originality, creativity, and depth of analysis. It is appropriate, genuine, and interesting to the audience. The audience learns or profits in some manner by the speaker's topic/thesis.            | Thesis fulfills the purpose of the event. It is clear and appropriate, but less unique, relevant, or significant. Rationale is less obvious. Analysis lacks depth in some areas. Originality and creativity are not clearly revealed. Audience interest is piqued at times, but not consistently or thoroughly.                                       | Thesis fulfills purpose of the event, but is vague or undeveloped. Rationale is unclear or absent. Analysis is superficial. Originality and creativity are lacking. It is appropriate and acknowledges the audience, but holds little interest for them.   | Thesis fails to fulfill the purpose of the event, is trivial, or is unstated. It may be unoriginal, inappropriate for the audience, or absent altogether. Demonstrates little regard or concern for the audience's interest.  |
| <b>ORGANIZATION</b>       | Clear, appropriate, and suitable introduction, body, and conclusion are present. Material is organized logically and coherently. Fluid, parallel transitions connect the segments of the speech, and enable the audience to accurately follow the speaker's points/arguments. Ending is clear and satisfying.   | Introduction, body, and conclusion are clearly present. Material is organized, but ideas are not as fully developed or coherent. Transitions connect the main segments of the speech. Minor logical problems may be present. Prepares audience for a clear ending. Listeners are left with a feeling of completeness.                                 | Introduction, body, and conclusion are present, but some parts may be vague or incomplete. Structure is not obvious or apparent. Transitions are awkward, unclear, or missing. A logical progression of ideas is absent, hindering audience's ability to follow the speaker's points and ideas. Ending is unclear or abrupt.   | Parts of the introduction, body, and/or conclusion are unclear or absent. Organization and structure are haphazard or incoherent. Main ideas are vague or unclear. Listeners can follow the presentation only with great effort, and are not left with a feeling of completeness at conclusion.   |
| <b>CONTENT</b>            | Supporting material is sufficient, appropriate, reliable, and clearly relevant. Evidence supports the purpose and stated thesis. Sources are cited effectively when needed. Examples, stories, and details add interest and depth to the speech. Creativity and originality capture audience's attention. Critical thought is apparent throughout the speech. | Supporting material is adequate, appropriate, and reliable, but may not clearly support the stated thesis or claims. Sources may be cited inconsistently. Examples, stories, and details are included, but are not as abundant or relevant. Creativity, originality, and critical thought are present but inconsistent.                               | Speaker attempts to provide support, but it is insufficient and lacks clear connection to the thesis. Citations are improper or absent. Sources may lack relevance, credibility, or may not clearly support the stated thesis or claims. Few examples, stories, or details are present. Creativity is lacking. Some supporting material may hinder clarity or understanding. | Speaker provides little or no evidence or supporting materials. Citations, when necessary, are absent. Stories, examples, and details which add interest and depth to the speech are minimal or absent. Lack of supporting materials critically undermines the thesis or purpose of the speech and obscures the audience's understanding.                         |
| <b>STYLE and LANGUAGE</b> | Speaker demonstrates mastery of mechanics, syntax, and grammar. Language is appropriate, correct and adapted to oral presentation. Word choice is direct and discriminating. Vocabulary demonstrates color, clarity, vividness, and variety. Figures of speech, allusions, rhetorical devices, and metaphor may be used to enhance understanding.             | Speaker demonstrates effective mechanics, syntax, and grammar. Language is appropriate and adapted to oral presentation. Vocabulary clearly communicates ideas and the purpose of the speech. With few exceptions, words are chosen for their precise meaning. Color, variety, and/or rhetorical devices are used occasionally and without confusion. | Speaker makes frequent errors in mechanics, syntax, or grammar. Listeners can follow the presentation, but may be distracted by errors, slang, or jargon. Vocabulary is limited, awkward, repetitive, or inappropriate to the purpose of the speech. Language confuses or hinders understanding.   | Speaker makes critical errors in mechanics, syntax, or grammar. Listeners are frequently distracted by errors, slang, jargon, or technical terms. Language may not be appropriate to the audience, or may hinder understanding to the point that the purpose of the speech is not fulfilled.  |
| <b>DELIVERY</b>           | Speaker is polished and poised. Posture, gestures, movement, and eye contact are superb. Articulation and pronunciation are clear and correct. Speaker is sincere, direct, and conversational, acknowledging the audience throughout. Pace, pause, volume, emphasis, inflection, and timing enhance understanding. Delivery is extemporaneous.                | Speaker is practiced and prepared. Posture, gestures, movement, and eye contact are effective. Articulation and pronunciation are typically clear. Audience is acknowledged. Delivery does not significantly detract from the message. Pace and volume are varied. If used, manuscript or notecard is unobtrusive, serving as a point of reference.   | Speaker is generally prepared, but gestures, movement, or eye contact are awkward or ineffective. Vocal variety or volume are inadequate at times. Articulation and pronunciation are sloppy. The audience is not acknowledged effectively. Delivery interferes with understanding. Dependence on manuscript or notecard impedes the message.                                | Speaker appears uncomfortable or unprepared. Gestures, movement, or eye contact are awkward or absent. The speaker may be inaudible or monotone. Articulation, delivery, or pronunciation impair understanding. Little regard is shown for the needs of the audience. Heavy reliance on manuscript or notecard distracts from the message, or speech may be read. |