Competitive Speaking Rubric for Judges

Understanding and Analysis

How well does the speaker use his or her background knowledge and understanding to analyze and evaluate the prompt in relation to existential or social issues?

0	- The student does not give a speech
1-2	- The speech is descriptive or contains no relevant analysis. - The prompt is seldom referenced and, if so, is poorly understood in relation to existential and/or social issues.
3–4	- The speech contains some relevant analysis of the prompt, but it is reliant on description. - The prompt is only partially understood in relation to existential and/or social issues.
5-6	- The speech is analytical in nature, and evaluation of the prompt is mostly relevant. - The prompt is reasonably understood in relation to existential and/or social issues.
7-8	- Analysis and evaluation of the prompt is relevant and at times insightful. - There is a good understanding of how prompt relates to existential and/or social issues.
9-10	- Analysis and evaluation of the prompt is relevant and insightful. - There is a thorough and nuanced understanding of how the prompt relates to existential and/or social issues.

Focus and Organization

How well does the speaker deliver a structured, well-balanced and focused speech? How well does the speaker connect ideas in a cohesive manner?

0	- The student does not give a speech.
1–2	- The speech rarely focuses on the prompt. There are few connections between ideas.
3–4	- The speech only sometimes focuses on the prompt, and the development of main points may be unbalanced. - There are some connections between ideas, but these are not always coherent.
5–6	- The speech maintains a focus on the prompt, despite some lapses; treatment of main points is mostly balanced. - The development of ideas is mostly logical; ideas are generally connected in a cohesive manner.
7–8	- The speech maintains a mostly clear and sustained focus on the prompt; treatment of main points is balanced. - The development of ideas is logical; ideas are cohesively connected in an effective manner.
9–10	- The speech maintains a clear and sustained focus on the prompt; treatment of main points is well balanced. - The development of ideas is logical and convincing; ideas are connected in a cogent manner.

Language & Presentation

How clear, accurate and effective is the student's language and presentation?

0	- The student does not give a speech.
1–2	- The language is rarely clear or accurate; errors often hinder communication. Vocabulary and syntax are imprecise and frequently inaccurate. - Elements of style (for example, register, volume, tone and rhetorical devices) are inappropriate to the task and detract from the oral.
3–4	- The language is generally clear; errors sometimes hinder communication. Vocabulary and syntax are often imprecise with inaccuracies. - Elements of style (for example, register, volume, tone and rhetorical devices) are often inappropriate to the task and detract from the oral.
5–6	- The language is clear; errors do not hinder communication. Vocabulary and syntax are appropriate to the task but simple and repetitive. - Elements of style (for example, register, volume, tone and rhetorical devices) are appropriate to the task and neither enhance nor detract from the oral.
7–8	- The language is clear and accurate; occasional errors do not hinder communication. Vocabulary and syntax are appropriate and varied. - Elements of style (for example, register, volume, tone and rhetorical devices) are appropriate to the task and somewhat enhance the oral.
9–10	- The language is clear, accurate and varied; occasional errors do not hinder communication. Vocabulary and syntax are varied and create effect. - Elements of style (for example, register, volume, tone and rhetorical devices) are appropriate to the task and enhance the oral presentation.