

Rubric: Speech 2: Teaching a Skill

Preparation

Polish: Limited use of conversational “spacer” words: Uh/Ah/Like, etc.

1 2 3 4 5

Avoids reading presentation

1 2 3 4 5

Adheres to the time allotment without rushing or stretching out the presentation

1 2 3 4 5

Comprehension

Appeals the audience’s needs for connection during the presentation

1 2 3 4

Speaker establishes credibility with the audience (mined from self, research, or both)

1 2 3 4

Evidence of clear understanding regarding the mission of presentation

1 2 3 4

Collaborative—working smoothly and effectively with peers

1 2 3 4

Organization

Has a thoughtful introduction with clear thesis/reason/mission/purpose

1 2 3 4 5 6 7 8 9 10

Main points and ideas develop in a full, logical, and a meaningful way

1 2 3 4 5 6 7 8 9 10

A clear conclusion is present that ends with an impact

1 2 3 4 5 6 7 8 9 10

Style

Keeps the attention of the audience through clear, appropriately loud speaking

1 2 3 4 5

Style is appropriate for the content of the presentation

1 2 3 4 5

Presentation is clear for the audience and avoids technical language unless necessary

1 2 3 4 5

Delivery

Maintains a consistent level of eye contact

1 2 3 4

Body language remains natural, generally open, and non-contorted

1 2 3 4

Engages in an extemporaneous delivery to put the reader at ease/uses prop

1 2 3 4

Outline

Detailed **outline** given before speech

(Scripts → -1 point)

_____ **2**

ePortfolio:

Speech 2 page created (**3pts**)

Links to YouTube video embedded dry-run (**3pts**)

Proof of Practice (**3pts**)

Speech page sent on time (the day you deliver the speech) (**1pt**)

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*****Next-Level Reflection*****

Students gather with 2-3 others to create a reflective podcast 3-5 minute podcast

1 2

DUE: _____

Takeaway:

* **Modeled after the skills associated with the Five Canons of Rhetoric.**