



Partner Informative Speech: Rubric

Names	Topic		Time
	1 - Inadequate	3 - Fair	5 - Excellent
Choice of topic	Topic of speech is unfocused, not clear; OR topic selected for speech is in appropriate for audience (school classroom).	Speech topic is clearly stated; all information is related to speech topic. Topic is interesting to speakers and appropriate for audience (school classroom).	Speech topic is carefully chosen to appeal to the interests and needs of the audience (school classroom); speech topic is narrow enough that it can be covered in the time limit of speech.
Use of class time to prepare speech	When given class time to work together, one or both team members may have refused to cooperate or complete work. One or more team members may have spent time off task or talking with others.	Partners did work together somewhat in completing research and preparing the speech, but one may have completed most of the work; some class time may have been spent off task or talking with others.	Partners worked together in library to select topic, generate ideas, and research facts to use in speech; partners worked as a team and used classroom time effectively to compose speech and to plan and practice delivery.
Evidence of preparation	No draft of speech was turned in as required; outline of speech is incomplete or missing. Speakers may appear confused or disorganized; speech may be too short or too long.	Draft of speech may have been incomplete; outline of speech is turned in but may be vague or inaccurate. Although speech appears to be organized in advance, there may be some difficulty with confidence and poise.	Draft of speech was turned in as required for feedback and suggestions; outline of speech provided before delivery is neat and complete. Speakers appear poised, confident, and organized; speech meets time requirements.
Introduction <input type="checkbox"/> Incident <input type="checkbox"/> Quotation <input type="checkbox"/> Rhetorical question <input type="checkbox"/> References to history, audience, or self <input type="checkbox"/> Humor <input type="checkbox"/> Startling statement <input type="checkbox"/> Other	 No introduction is evident; speech may begin with simple announcement of topic. No method of introduction is planned on outline as required.	Some attempt is made to use one or more introductory methods to introduce topic and get audience attention. There may be problems with transitions, or method(s) may not be accurately identified on outline as required.	Speakers use one or more introductory methods to introduce topic and get audience attention, establish credibility, and set an appropriate tone for the speech. Introductory method(s) are accurately identified on outline as required.
	 Discussion of topic appears to be random and disorganized. Facts may be presented without any regard to order; main ideas may be unclear or unsupported.	Speech clearly presents several main ideas about topic; some method of organization is evident in oral presentation and on outline.	Main ideas of speech are presented in a logical order, leading to an organized and coherent message. Effective supportive details illustrate main points of speech.
Organization of speech body			
Conclusion <input type="checkbox"/> Quotation <input type="checkbox"/> Incident <input type="checkbox"/> Humor <input type="checkbox"/> Return to introductory method	Speech may end abruptly with no sense of ending or completeness. No methods of conclusion are used or indicated on outline.	Method for conclusion is used to summarize major ideas and leave audience with something to remember. At least one technique is listed on outline as required: more may be used and NOT identified or identified incorrectly.	Effective transitions signal speech is coming to end with conclusion which summarizes major ideas of speech, leaving audience with something to remember. One or more suggested methods for conclusion are used and accurately identified on outline.
Expressive techniques <input type="checkbox"/> Figures of speech <input type="checkbox"/> Characterization <input type="checkbox"/> Sound effects <input type="checkbox"/> Parallel structure	There is no evidence of expressive technique within in the speech delivery; technique(s) are not identified on outline as required.	Some attempt is made to incorporate and use at least one expressive speech technique within speech. At least one technique is identified on outline as required: more may be used and NOT identified or identified incorrectly	Speakers effectively use at least two expressive techniques to make delivery more interesting and memorable. Techniques are correctly identified on outline as required.
Speech delivery <input type="checkbox"/> Volume <input type="checkbox"/> Rate <input type="checkbox"/> Pitch <input type="checkbox"/> Quality <input type="checkbox"/> Articulation <input type="checkbox"/> Pronunciation	It is difficult to understand speakers because of problems with volume, rate, and/or pitch. There may be difficulty pronouncing words correctly. Little attempt is made to make eye contact with audience.	Although most of speech is comprehensible, there may be some difficulty with effective volume, rate, or pitch. Some attempt is made to make eye contact with audience. Speakers make some attempt at vocal variety, changing pitch, rate, and volume to emphasize important ideas.	Speech is entertaining because of effective volume, rate, and pitch. Effective eye contact engages and involves audience members. Words are spoken clearly and pronounced correctly. Speakers vary voice qualities to effectively emphasize important ideas within the speech, making it interesting and informative to the audience.

