

Grade:

Name:

Performance Rubric

PVLEGS	Advanced	Proficient	Basic	Emerging
POISE	<ul style="list-style-type: none">• student calm and confident• no distracting behaviors• no shuffling, fidgeting, wiggling	<ul style="list-style-type: none">• student calm and confident• only one or two distracting behaviors that did not diminish overall performance	<ul style="list-style-type: none">• student somewhat ill-at-ease• occasionally distracted the audience	<ul style="list-style-type: none">• student ill-at-ease• many and repeated distracting behaviors greatly detracting from performance
VOICE	<ul style="list-style-type: none">• voice perfect for room• every word clear and distinct	<ul style="list-style-type: none">• voice perfect for the room• some feeling evident in parts of speech	<ul style="list-style-type: none">• voice a bit too soft/loud• several words and phrases indistinct	<ul style="list-style-type: none">• had a hard time hearing the speech• many words and phrases unclear
LIFE	<ul style="list-style-type: none">• great expression• many emotions expressed• excellent feeling	<ul style="list-style-type: none">• good expression• some feeling evident in parts of speech	<ul style="list-style-type: none">• some attempt at expression• some attempt at adding emotion to speech	<ul style="list-style-type: none">• tone monotonous• no expression• no attempt to add feeling to voice

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EYE CONTACT	<ul style="list-style-type: none">• looked at each member of the audience at some point• eye contact continuous	<ul style="list-style-type: none">• looked at each member of the audience• eye contact made for most of the speech	<ul style="list-style-type: none">• looked at most members of the audience• looked at notes too much	<ul style="list-style-type: none">• script-bound• never looked at most of audience
GESTURES	<ul style="list-style-type: none">• excellent use of hands for descriptive and emphatic purposes• facial expressions added to message• body language contributed to message	<ul style="list-style-type: none">• good use of hands• some facial gestures• limited body language	<ul style="list-style-type: none">• some hand gestures• facial expressions and body language minimal	<ul style="list-style-type: none">• no gestures• no attempt to use facial expression• no use of body language
SPEED	<ul style="list-style-type: none">• not too fast or too slow• varied pacing to enhance message• paused for dramatic effect	<ul style="list-style-type: none">• not too fast or too slow• some attempt to adjust pace for effect• no pauses	<ul style="list-style-type: none">• not too fast or too slow• no attempt to adjust pace• no pauses	<ul style="list-style-type: none">• spoke too quickly• no pacing or pauses

* Erik Palmer: Well Spoken, teaching speaking to all students, Stenhouse Publishers, Portland, Maine, USA