Name of student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Judge #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professionalism (10%)

Content of Speech (50%)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exemplary**  | **Proficient**  | **Emerging**  | **Incomplete**  | **Unacceptable**  |
| What is the first impression the student gives? \_\_\_\_\_\_\_/5pts | Highly professional:Above average appearance and greeting. 5 pts | Good professionalism appearance and greeting. 4pts | Lacking some professional attire and nervous greeting. 3 pts | Very casual appearance and informal greeting. 2 pts | Unkempt appearance with no greeting.1 pt |
| Is the visual aid professional and appropriate? \_\_\_\_\_\_\_/5pts | Highly professional: Thoughtful, legible, meaningful content, font, and images. No grammatical errors.5pts | Good professionalism: Mostly legible, meaningful, content, font, and images. 1-2 grammar errors.4pts | Slightly unprofessional: Somewhat legible, but content may lack meaningfulness. Several errors exist. 3 pts | Unprofessional: Distracting images; content is confusing. Errors impede meaningfulness. 2 pts | Missing: Student does not have a visual aid.1 pt |
| Was there an introduction with a hook? \_\_\_\_\_\_\_/5pts | Strong hook; very engaging.5 pts | Average hook; clearly stated.4 pts | Attempted hook; artificial or staged.3 pts | Poor hook; confusing or off-putting. 2 pts | No attempt to hook audience.1pt |
| Was the research clearly stated and connected to the product? \_\_\_\_\_\_\_\_/10pts | Purpose was genuine and included appropriate and detailed discussion of research.9-10pts  | Purpose was stated and relevant. Discussion of research was minimal.8 pts | Purpose was present, but somewhat unclear. Research is missing.7 pts | Purpose was somewhat unclear or poor, with no research. 6 pts | No purpose for doing project beyond compliance and not connection to research.0-5pts |
| Did the student adequately explain their project process? \_\_\_\_\_\_\_\_/20pts | Process is given in a very detailed and organized manner. Project is exceptionally easy to understand.18-20 pts | Process is given in an organized manner, but may lack detail. Project is easy to understand. 16-17 pts | Process is given in a somewhat disorganized manner with little detail. Project is difficult to understand. 14-15pts  | Process is very disorganized and difficult to understand. 11-13pts | Process discussion suggests that the student has not completed the full assignment.0-10pts |
| Did the student reflect on their purpose & process? \_\_\_\_\_\_\_\_/10pts | Exceptional reflection; honest and legitimate reasoning is given.9-10 pts | Good reflection; legitimate reasoning is given.8 pts | Limited reflection; artificial reasoning is given.7 pts | Implied reflection, but not explicitly stated. No reasoning is given.6pts | Reflection is missing completely.0-5pts |
| Was there a closing?\_\_\_\_\_\_\_/5pts | Clearly signaled with an excellent closing statement. 5 pts | Appropriate closing.4 pts | Closing was present but abrupt.3pts | Closing was attempted but artificial/ out of place. 2 pts | Closing is missing.1pt |
| Did the student speak in an articulate manner & integrate professional language?\_\_\_\_\_\_\_/10pts | Exceptionally clear and articulate; integrated professional language; No “um’s, uh’s, er’s.”9-10 pts | Clear and articulate speech; professional language but had some “um’s, uh’s, er’s.” 8 pts | Clear speech but weak articulation; lacking in professional language, had a fair amount of “um’s, uh’s, er’s.” 7 pts | Unclear speech and articulation. Lacking professional language. Many “um’s, uh’s, er’s.” 6 pts | Inarticulate and unprofessional speech riddled with “um’s, uh’s, er’s.” 0-5 pts |
| Was the student’s body language appropriate & gestures natural? \_\_\_\_\_\_\_/5pts | Highly natural, at ease, and effective.5 pts | Mostly natural and appropriate, lacking some ease.4 pts | Fairly natural and effective, not at ease.3pts | Extraneous movements distracting, unnatural, stiff.2 pts | Moved nervously throughout, extremely stiff and exceptionally distracting gestures.1pt |
| Did the student’s eye contact seem natural?\_\_\_\_\_\_\_/5pts | Excellent. Sustained, appropriate, and natural.5 pts | Good. Mostly natural and sustained. 4 pts | Good Attempt. Not natural or sustained.3 pts | Inconsistent. Intermittent and not natural. 2 pts | No eye contact is given.1 pt |
| Did the presentation reflect the effort of a graduating senior?\_\_\_\_\_\_\_\_/10pts | Excellent effort is evident. Commendable. Rigorous effort. 9-10 pts | Good amount of effort evident. Above average. 8 pts | Fair amount of effort evident. OK to average effort. 7 pts | Some effort evident. 6 pts | Little effort was evident. 0-5 pts |
| Did the student adequately explain and demonstrate the skills learned?\_\_\_\_\_\_\_/5pts | Student explained and demonstrated skills learned at an exemplary level.5 pts | Student explained and demonstrated skills learned at a proficient level.4pts | Student explained and demonstrated skills learned but may be unclear.3 pts | Student attempted to explain and demonstrate skills learned but contains gaps in understanding and lacks clarity.2 pts | Student does not state any specific skill learned.0-1pt |
| Did the student answer the question(s)? \_\_\_\_\_\_\_/5pts | Answers confidently reflected explicit depth of knowledge.5 pts | Answers confidently reflected average depth of knowledge.4pts | Answer reflected an average depth of knowledge, but not confidently. 3pts  | Answer reflected a shallow depth of knowledge. 2pts  | Answers did not reflect knowledge/ understanding. 1 pt |
| Observations | Exemplary  | Proficient  | Emerging | Incomplete  | Unacceptable  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skill /Product (15%)

Delivery of Speech (20%)