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

Professionalism (10%)

Content of Speech (50%)

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| --- | --- | --- | --- | --- | --- |
|  | **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%)