Motivational Speech Rubric

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|    | **4 - Exceeds**  | ***3 - Meets*** | **2 – Approaches**  | **1 - Initiates**  | 1. **Little to no Evidence**
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| Focus: Message | Speech develops a clear and focused message.Includes a unique and compelling argument. Extremely clear target audience.Message and ideas are fully developed and effectively respond to the prompt. | Speech develops a clear message. Includes a clear argument.Clear target audience.Message and ideas adequately respond to the prompt. | Speech may not develop a clear message or argument. Some awareness of target audience.Message partially responds to the prompt.Ideas have some development, but may be inconsistent. | Speech may not develop a clear message or argument. Target audience unclear.Message does not clearly respond to prompt.Ideas are underdeveloped. | Speech is not focused. Message unclear. Little to no awareness of target audience. Ideas unclear and not developed |
| **Structure** and **Organization** | Speech has an intentional organizational structure with beginning, middle, and end that develops a well-focused message. Engages the audience with a hook, develops presentation with well-timed evidence, and concludes clear and relevant call to action. Audience feels engaged for entire length of speech.  | Speech has clear organizational structure with a beginning, middle, and end that develops a focused message. Engages the audience with a hook, develops the presentation with well-timed evidence, and concludes with a relevant call to action. Audience feels engaged for most of speech.  | Speech has a beginning, middle, and end, but one part may be too long or short. Develops the message with evidence, but evidence may or may not be well timed. Concludes with some call to action. Audience feels engaged for parts of the speech.  | Speech is missing a beginning, middle, and/or end.Message seems underdeveloped. May be poorly timed or sparse. Call to action is somewhat unclear. Audience engaged for only parts of speech | Speech has no organizing structure. Does not consider timing. Call to action is missing or unclear. |
| **Author's Craft:** ***Elements of Persuasion*** | Writing effectively utilizes and varies persuasive writing techniques to convey meaning including building credibility of writer (ethos), appealing to emotions, values, and beliefs of audience (pathos), and using logic and reason (logos) to construct argument.Effectively uses and varies other rhetorical devices to enhance message.Presentation is very convincing! | Writing utilizes and has some variety of persuasive writing techniques to convey meaning including building credibility of writer (ethos), appealing to emotions, values, and beliefs of audience (pathos), and/or using logic and reason (logos) to construct argument. Uses other rhetorical devices to enhance messagePresentation is convincing. | Writing utilizes some persuasive writing techniques, but may be missing one major appeal (ethos, pathos, or logos). Uses some rhetorical devices to enhance message.Presentation is somewhat convincing. | Writing is missing major element of persuasion (ethos, pathos, or logos). Missing other rhetorical devices to enhance messagePresentation is not very convincing. | Writing does not consider persuasive writing appeals (ethos, pathos, logos)Presentation is not convincing. |
| **Style and Voice** | The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice appropriate to audience. Diction is clear, vivid, and precise, and reflects an advanced vocabulary. Syntax is varied, and effective.  | The language and tone enhance the purpose. Sentences are varied. The writer has established avoice and a sense of audience, and shows awareness of language. Diction is appropriate and effective. Syntax is varied. | The language and tone are appropriate. The writer’s voice is present and shows a basic understanding of audience. Diction is adequate but may be simple or ordinary. Some variety in syntax is evident. | The language and tone are uneven.  The writer’s voice is unclear and the choice of diction is imprecise and/or inappropriate. Control of syntax is limited and results in lack of clarity. The writing exhibits superficial and/or minimal awareness of the audience. | The language and tone are inappropriate. The response is incomplete or too brief to determine quality of diction, syntax, or awareness of voice and audience. |
| **Presentation and Production** | Speech strategically uses digital production software (with attention to music, sound quality, imagery, etc.) to enhance message. Strategic use of body language, volume, and tone to emphasize key parts. Production emulates professional standards.  | Speech uses digital production software (with attention to music, sound quality, imagery, etc.) to enhance message. Good use of body language, volume, and tone to emphasize key parts. Production approaches professional standards. | Speech includes some production (music, sound quality, imagery), but may need attention in one or more areas. Some use of body language, volume, and tone to emphasize key parts.  | Speech needs production. Little use of body language, volume, or tone to emphasize key parts.  | No evidence of production. Little to no use of body language, volume, or tone to emphasize key parts. |