

Persuasive Speech Grading Rubric

Introduction

	Not Present	Attempted	Average	Excellent
Attention getter	No attention getter is used	Attention getter is present, but limited	Attention-getter gets the audience involved	Attention getter grabs the audience and creates information hunger
Background and audience relevance	No background information, topic significance, or audience relevance statement is present	Some background information or vague reasons for why the topic is significant and relevant are given, but the audience is not left with a clear reason for why this topic is important	Some background information on the topic is provided and an attempt is made to establish the significance of the topic and its relevance to the audience, but the justification is not especially compelling	Relevant background information on the topic is provided, the social significance of the topic is clearly established, and the audience is given clear, compelling reasons for why this topic is relevant to them; the speech is clearly adapted for this particular audience
Speaker credibility	The speaker makes no attempt to share a personal connection to the topic	The speaker gives a somewhat vague reason for why he/she is connected to this particular topic	The speaker establishes a clear connection between him or herself and the topic, but does not give a reason for personally caring about the topic	The speaker clearly discloses a connection between him or herself and the topic and gives a reason for personally caring about the topic
Thesis	No clear thesis statement is present	A noticeable thesis statement is present, but might be vague or stated as an incomplete sentence or question	An acceptable thesis is presented in a complete sentence and clearly indicates the central idea of the speech to the audience	A strong thesis sets the tone and direction for the speech, is expressed in a complete declarative sentence, and is both clear and creative
Preview	No preview of main points is used	Preview alludes to the main points	Preview tells audience what main points will be covered, but either fails to use signposts or uses somewhat confusing phrasing	Preview uses signposts and states the main points using clear, concise phrasing

Body

	Not Present	Attempted	Average	Excellent
Main Point 1	No clear first argument or problem stated	Argument or problem is stated but does not support the thesis, is unclear, or is not fully supported	Argument or problem is clear, but either weakly supports the thesis or is not adequately developed using supporting materials	Argument or problem is clearly stated, supports your thesis, is well-developed using a variety of supporting materials, and includes appropriately organized subpoints
Main Point 2	No clear second argument or causes stated	Argument or cause is stated but does not support the thesis, is unclear, or is not fully supported	Argument or cause is stated, but either weakly supports the thesis or is not adequately developed using supporting materials	Argument or cause is clearly stated, supports the thesis, is well-developed using a variety of supporting materials, and includes appropriately organized subpoints
Main Point 3	No clear third argument or solution stated	Argument or solution is present but does not support the thesis, is unclear, or is not fully supported	Argument or solution is clear, but either weakly supports the thesis or is not adequately developed using supporting materials	Argument or solution is clearly stated, supports the thesis, is well-developed using a variety of supporting materials, and includes appropriately organized subpoints
Sources	Sources are not orally cited	Fewer than five sources are cited, or sources were missing several parts of the citation	At least five high-quality sources are cited orally, but citations are missing at least one component of a good citation	At least five high-quality sources are cited orally, including the publication, date, person, and credentials when possible
Transitions	No clear transitions used	Partial transitions are present, but are missing at least one component	Some transitions have effective review, signpost, and preview	All transitions have effective review, signpost, and preview
Visual Aids	No visual resources are used	Visual resources are used, but distracts from the speech instead of supporting it	Visual resources effectively support the speech but have elements that do not follow the guidelines outlined in the workbook	Visual resources effectively support the speech and follow the guidelines outlined in the workbook

Conclusion

	Not Present	Attempted	Average	Excellent
Signals transition to the conclusion	No signal is present to indicate that the conclusion is beginning	A vague attempt is made to indicate a transition to the conclusion	The speaker indicates a transition to the conclusion through words, gestures, or movement, but the transition blends into the rest of the speech or is a bit rushed	Speaker clearly indicates the beginning of conclusion through the use of a signpost and through vocal tone, gestures, movement, and/or a brief pause
Restates thesis	No attempt to restate the thesis	Thesis or topic is mentioned	Thesis is restated	Thesis is clearly restated with impact
Reviews main points	No review of main points is present	Review alludes to some of the main points	Review refers to all main points but does not restate them	Review uses appropriate signposts and clearly restates all of the main points
Memorable closer	No closer is present or speaker simply ends with "that's all" or something similar that does not summarize the speech	There is a weak attempt to close the speech, but the closer does not bring a sense of closure and impact to the end of the speech	The closer effectively ends the speech but has average impact	The closer referred back to the attention getter effectively and memorably ended the speech

Delivery

	Not Present	Attempted	Average	Excellent
Extemporaneous and Enthusiastic	Student shows no enthusiasm and does not attempt to engage the audience	Student relies heavily on outline and shows little enthusiasm or energy	Student explains outline adequately and shows some excitement about speech topic	Student is very conversational, visibly excited about speech topic, and clearly engages the audience
Vocal Delivery: Volume, Rate, Other	Speaker cannot be heard or understood	Speaker is somewhat audible, uses little vocal variety, is monotone, or speaks much too slowly or quickly	Speaker is mostly audible, uses some vocal variety, and only occasionally speaks too quickly or too slowly	Speaker is easy to understand and uses vocal variety in a way that clearly enhances the speech
Nonverbal Delivery: Gestures/Body Movement/Facial Expression	Speaker makes no attempts to use gestures or change facial expression	Speaker occasionally attempts gestures and facial expression, but body movement is rarely purposeful (i.e., leaning, swaying)	Speaker uses some appropriate gestures and facial expression, and body movement is usually purposeful with only occasional swaying, rocking, etc.	Speaker uses appropriate gestures, facial expressions, and body movement that clearly enhance the message
Eye Contact	Speaker reads entire speech from manuscript and makes little to no eye contact with audience	Speaker frequently reads from notes and makes occasional eye contact with class	Speaker occasionally refers to notes and makes some eye contact with various members of the audience	Speaker maintains eye contact with all parts of room and only occasionally glances at notecards

Overall Effectiveness

	Not Present	Attempted	Average	Excellent
Topic	Topic is not apparent	Topic is acceptable, but has little significance or impact	Topic is appropriate for the assignment, but has moderate significance	Topic is a significant topic that is appropriate for this assignment
Rhetorical Sensitivity	Speech is inflammatory or offensive	Speech makes assumptions and generalizations that exclude certain groups or viewpoints, but is not overtly offensive	Attempts to show consideration for other viewpoints, but occasionally relies on assumptions and inappropriate stereotypes	Shows respect and consideration for the diversity of the audience and is sensitive to multiple perspectives
Purpose	No clear purpose	Speech is somewhat persuasive, but would be more appropriate for an informative or other type speech assignment	Speech mostly persuasive	Speech is clearly persuasive
Overall organization	Speech has no clear pattern of organization	Arguments are present, but they do not support the thesis or overlap	Arguments are distinct and support the thesis, but do not follow a clear or effective pattern of organization	Speech clearly uses an appropriate pattern of organization for the topic (e.g., Problem/Cause/Solution, Comparative Advantages, etc.) and supports the thesis