

2022 Public Speaking Competition Rubric

Student					
School					
Age of student					
Title of Speech (2022 Theme is “We expect too much from our heros”)					
Judges: Please mark students from 5 (Outstanding) to 1 (Developing)	5 Outstanding	4 Very Good	3 Average	2 Needs Improvement	1 Developing
Expression and Delivery: 35 points					
Interpret the theme/title -- Speaker interpreted the theme/title in any way they wish, but may not use the theme as the title of their speech... original or creative interpretation of the theme, with an interesting or memorable speech title, should be rewarded.	Followed all directions and guidelines provided by ESU	One small issue	Two small issues	Three or four issues	General overall issues
Evident from the speech that the speaker has not learnt their speech word for word. Speaker demonstrated a sense of spontaneity , while also appearing prepared (making effective use of notes if necessary), should be rewarded. Appropriate Timing of speech 4:30-5 minutes	effective use of notes Speech within 4:30-5 minutes	Most of the time effective use of notes and within time range	Some of the time effective use of notes and within time range	Often had issues with effective use of notes or time went over 5 min or under 4:30	Throughout the speech, had issues with effective use of notes or time range
Enunciation --Student spoke slowly, clearly and loudly . Audience and the adjudicators could hear every word, and could comprehend what was being said as they were listening.	No errors	Only one small error	Few, for example one or two small errors	Several, for example three or four errors	Five or more errors with enunciation
Speaker attempted to vary their pitch and tone of voice.	Spoke with appropriate expressions, emotion given to key words and phrases	Spoke with a wide variety of intonation	Spoke with some variety of intonation in three or four different parts of the speech	Spoke with very little emotion in their voice inflections	Spoke monotone or robotic
Body language —Speaker used ‘Open’ gestures include facing the audience, and using hands and arms freely to demonstrate, emphasise or otherwise support the words being spoken. Body language also includes use of facial expression and eye contact and speakers used them appropriately (facing the audience/camera but rotating eye contact to include points other than just straight forward.	Gestures, facial expression and eye-contact appropriately complimented the text throughout the speech	Gestures, facial expression and eye-contact with wide variety and complimented the text throughout the speech	Gestures, facial expression and eye-contact with some variety and complimented the text throughout the speech	Used some body language but lacked gestures, facial expression or eye-contact throughout the speech	Missing use of general body language throughout the speech
Linguistic skills —Speaker applied appropriate use of vocabulary , kept the language simple and clear with diverse use of synonyms, also avoided the use of colloquialisms or Slang. Only used technical, specialist or abbreviated jargon or other unfamiliar terminology with explanation.	Excellent use of linguistic skills	Very good use of linguistic skills	Good use of linguistic skills	Some use of linguistic skills	Several issues with use of linguistic skills
Confidence -- The student was confident, relaxed, body was at ease, not rigid or showing nervous swaying.	At ease throughout the recitation	Comfortable stage presence with only one or two small issues	Overall relaxed body with three or four small issues	Some stiffness or body swaying	Stiff or body swaying throughout the recitation
Reasoning and Evidence: 35 points					
Main Arguments – Speaker presented main ideas with appropriate evidence and analysis	Included 3 or more main arguments with appropriate evidence and analysis	Included 2 or more main arguments with appropriate evidence and analysis	Included only one main arguments with appropriate evidence and analysis	Included main arguments with evidence and analysis but some ideas were inappropriate or weak	main arguments and evidence/analysis were inappropriate or very weak
Evident that the arguments in the speech were supported by an appropriate level of evidence and/or analysis	Included 3 or more appropriate examples	Included 2 appropriate examples	Included only 1 appropriate example	Included inappropriate examples	Did not include adequate examples
Research sources on their topic—utilised fact-based resources (e.g. encyclopaedias), academic resources (e.g. journals or reports) and opinion-based resources (e.g. newspapers or news websites).	Included 3 or more appropriate sources	Included 2 appropriate sources	Included only 1 appropriate source	Included inappropriate sources	Did not include adequate sources
Speakers utilised most up-to-date information available	All sources were current within the last year	Most sources were current within last 5 yrs	Most sources were current within the last 2 decades	Most sources were dated materials for making the point	Many sources were dated or not relevant any longer
Speaker utilised more than one source of evidence, particularly where statistics are involved.	included 3 or more appropriate sources	Included 2 appropriate sources	Included only 1 appropriate source	Included inappropriate sources	Did not include adequate sources
Anecdotal evidence (personal stories, myths, memories etc.) – speaker appropriately used anecdotal evidence to demonstrate the human dimension or inspire empathy in the audience of an issue.	Used anecdotal evidence very effectively	Used anecdotal evidence somewhat effectively	Used anecdotal evidence but not overly appropriately	Overused anecdotal evidence	Underused anecdotal evidence
Speakers arguments included all four main elements of public speaking, including persuaded, informed, inspired and entertained their audience.	Included examples of all 4 elements	Included examples of 3 of the elements	Included examples of 2 of the elements	Included examples of only 1 of the elements	Did Not include main elements of public speaking

Organisation and Prioritisation: 15 points

Introduction —Speaker gave an opening that was an attention getter, conveyed a sense of humour or sorrow (or another effective emotion) as well as included a statement of intent at the start of the speech explaining what the speaker was trying to achieve with their speech, what the targets were etc.	Outstanding	Very Good	Average	Needs Improvement	Developing
Body developed clear purpose in mind – Speaker presented strong, logical arguments in support of their position including elements to persuade, inform, inspire and entertain the audience. Speaker grouped their points or arguments into an interesting way and easy to follow in the same order as their introduction.	Outstanding	Very Good	Average	Needs Improvement	Developing
Conclusion --Speaker achieved a dramatic or otherwise memorable conclusion of the speech. It linked back to the opening of the speech (e.g. the problems that were identified, the questions that were posed etc.) a comprehensive but succinct summary of all the main strands of the speech in support of the overall thesis of the speech.	Outstanding	Very Good	Average	Needs Improvement	Developing

Listening and Response: 15 points

Adaptability – Has the speaker demonstrated an ability to think on their feet? A good public speaker will not sound over-rehearsed, and will demonstrate adaptability; the speaker has shown a reasonable level of background and/or ancillary knowledge relating to the topic	Outstanding	Very Good	Average	Needs Improvement	Developing
Responding to questions confidently and without recourse to the text of the original speech.	Outstanding	Very Good	Average	Needs Improvement	Developing
Reference to additional evidence or analysis, not contained in their speech, should be rewarded.	Outstanding	Very Good	Average	Needs Improvement	Developing

Total Score (100 possible points)

Feedback Additional Comments:

Notes from ESU Handbook:

Appearance – Does the speaker have a confident and commanding presence on the platform or at the podium? A good public speaker will utilise body language, facial expression, eye contact and gestures effectively to engage the audience and the adjudicators.

Audibility – Can the speaker be heard? A good public speaker will speak slowly, clearly and will utilise a range of verbal skills such as varying their pace, pitch and tone of voice to maintain the attention of the audience and the adjudicators.

Argument – Has the speaker delivered a speech, which is persuasive, informative, inspiring and/or entertaining? A good speech will be well structured, the arguments will be presented in a coherent and logical manner, and the content of each argument will be supported by some form of evidence or analysis.

Audience – Has the speaker effectively engaged with and built a rapport with the audience? A good public speaker will utilise a range of verbal, non-verbal and linguistic skills, as well as the structure and content of their speech, to maintain the attention and interest of the audience.

Adaptability – Has the speaker demonstrated an ability to think on their feet? A good public speaker will not sound over-rehearsed, and will demonstrate adaptability by (for example) pausing their speech to allow for an unanticipated interruption (e.g. applause or laughter from the audience), making a spontaneous or unscripted comment or argument where appropriate and/or responding to questions confidently and without recourse to the text of the original speech.

Strong, strategic Eye Contact- Shows confidence and interest. When your listeners see your eyes scanning their faces, they feel invited to engage with you. They feel encouraged to signal to you how they feel about what you're saying--with nods, frowns, or skeptical raisings of their eyebrows. As a result, your listeners are transformed from passive receivers to active participants.

Maintain eye contact for 4-5 seconds, then move your eyes to focus in another direction.