PUBLIC ADDRESS RUBRIC

CRITERIA FOR EVALUATION	SUPERIOR	EXCELLENT	GOOD	FAIR
THESIS	Thesis **clearly** fulfills the purpose of the event. It is **clearly** rational, reasonable, and relevant. It is **clearly** justified, stated, and well-developed. It **clearly** shows originality, creativity, and depth of analysis. It is **clearly** appropriate, genuine, and interesting to the audience. The audience **clearly** learns or profits in some manner by the speaker's topic/thesis.	Thesis **almost always** fulfills the purpose of the event. It is **almost always** clear and appropriate, but less unique, relevant, or significant. Rationale is less obvious. Analysis lacks depth in some areas. Originality and creativity are **almost always** revealed. Audience interest is piqued at times, but not consistently or thoroughly.	Thesis sometimes fulfills the purpose of the event, but is **sometimes** vague or undeveloped. Rationale is unclear or absent. Analysis is superficial. Originality and creativity are **sometimes** revealed. It is appropriate and acknowledges the audience but holds little interest for them.	Thesis **fails to fulfill** the purpose of the event, is trivial, or is unstated. It may be **unoriginal or inappropriate** for the audience or absent altogether. Demonstrates **little regard or concern** for the audience's interest.
ORGANIZATION	Appropriate and suitable introduction, body, and conclusion are **clearly** present. Material is **clearly** organized logically and coherently. Fluid, parallel transitions **clearly** connect the segments of the speech, and enable the audience to accurately follow the speaker's points/arguments. Ending is clear and satisfying.	Introduction, body, and conclusion are **almost always** present. Material is **almost always** organized, but ideas are not as fully developed or coherent. Transitions **almost always** connect the main segments of the speech. Minor logical problems may be present. Prepares audience for a clear ending. Listeners are left with a feeling of completeness.	Introduction, body, and conclusion are **sometimes** present, but some parts may be vague or incomplete. Structure is **sometimes** obvious or apparent. Transitions are **sometimes** awkward, unclear, or missing. A logical progression of ideas is **sometimes** absent, hindering audience's ability to follow the speaker's points and ideas. Ending is unclear or abrupt.	Parts of the introduction, body, and/or conclusion are **unclear or absent.** Organization and structure are **haphazard or incoherent**. Main ideas are **vague or unclear**. Listeners can follow the presentation only with great effort and are not left with a feeling of completeness at conclusion.
CONTENT	Supporting material is **clearly** sufficient, appropriate, reliable, and relevant. Evidence **clearly** supports the purpose and stated thesis. Sources are **clearly** cited effectively when needed. Examples, stories, and details **clearly** add interest and depth to the speech. Creativity and originality **clearly** capture audience's attention. Critical thought is apparent throughout the speech.	Supporting material is **almost always** adequate, appropriate, and reliable, but may not clearly support the stated thesis or claims. Sources are **almost always** correctly cited. Examples, stories, and details are **almost always** included, but are not as abundant or relevant. Creativity, originality, and critical thought are **almost always** present but inconsistent.	Speaker **sometimes** attempts to provide support, but it is insufficient and lacks clear connection to the thesis. Sources are **sometimes** correctly cited. Sources may lack relevance, credibility, or **may not clearly support** the stated thesis or claims. Few examples, stories, or details are present. Creativity is lacking. Some supporting material may hinder clarity or understanding.	Speaker provides **little or no evidence** or supporting materials. Citations, when necessary, are **absent**. Stories, examples, and details which add interest and depth to the speech are **minimal or absent**. **Lack of supporting materials** critically undermines the thesis or purpose of the speech and obscures the audience's understanding.
STYLE and LANGUAGE	Speaker **clearly** demonstrates mastery of mechanics, syntax, and grammar. Language is **clearly** appropriate, correct and adapted to oral presentation. Word choice is **clearly** direct and discriminating. Vocabulary **clearly** demonstrates color, clarity, vividness, and variety. Figures of speech, allusions, rhetorical devices, and metaphor may be used to enhance understanding.	Speaker **almost always** demonstrates effective mechanics, syntax, and grammar. Language is **almost always** appropriate and adapted to oral presentation. Vocabulary **almost always** communicates ideas and the purpose of the speech. With few exceptions, words are chosen for their precise meaning. Color, variety, and/or rhetorical devices are used occasionally and without confusion.	Speaker **sometimes** makes errors in mechanics, syntax, or grammar. Listeners can **somewhat** follow the presentation, but may be distracted by errors, slang, or jargon. Vocabulary is **sometimes** limited, awkward, repetitive, or inappropriate to the purpose of the speech. Language **sometimes** confuses or hinders understanding.	Speaker makes **critical errors** in mechanics, syntax, or grammar. Listeners are **frequently distracted** by errors, slang, jargon, or technical terms. Language **may not be appropriate** to the audience or may **hinder understanding** to the point that the purpose of the speech is not fulfilled.
DELIVERY	Speaker is **clearly** polished and poised. Posture, gestures, movement, and eye contact are **clearly** superb. Articulation and pronunciation are **clear and correct**. Speaker is **clearly** sincere, direct, and conversational, acknowledging the audience throughout. Pace, pause, volume, emphasis, inflection, and timing **clearly** enhance understanding. Delivery is extemporaneous.	Speaker is **almost always** polished and poised. Posture, gestures, movement, and eye contact are **almost always** effective. Articulation and pronunciation are **almost always** clear. Audience is **almost always** acknowledged. Delivery does not significantly detract from the message. Pace and volume are **almost always** varied. If used, manuscript or notecard is unobtrusive, serving as a point of reference.	Speaker is generally prepared, but **sometimes** gestures, movement, or eye contact are awkward or ineffective. Vocal variety or volume are **sometimes** clear. Articulation and pronunciation are sloppy. The audience **is not acknowledged** effectively. Delivery **interferes** with understanding. Dependence on manuscript or notecard **impedes** the message.	Speaker appears **uncomfortable or unprepared**. Gestures, movement, or eye contact **are awkward or absent**. The speaker may be **inaudible or monotone**. Articulation, delivery, or pronunciation **impair understanding**. Little regard is shown for the needs of the audience. Heavy reliance on manuscript or notecard **distracts** from the message, or speech may be read.