

## Classical Studies Speaking Rubric

	<b><u>Outstanding (A-level work)</u></b>	<b><u>Good (B-level work)</u></b>	<b><u>Acceptable (C-level work)</u></b>	<b><u>Unacceptable (D/F work)</u></b>
<b><u>Time</u></b>	Strict adherence to the established time requirements	Presentation is slightly over or under the established time requirements	Presentation is noticeably over or under the established time requirements	No attempt is made to adhere to the established time requirements
<b><u>Delivery</u></b>	Clear, crisp and exhibits vocal flexibility; body posture is natural and eye contact well-maintained; vocabulary and sentence structure varied	Vocal flexibility is evident, few pauses or space-fillers; body position is generally natural; eye contact is frequent and varied; vocabulary and sentence structure have some variance	Only a little vocal flexibility is evident; there are several pauses or space fillers; body posture is awkward but generally undistracting; vocabulary and sentence structure have little variance; inconsistent eye-contact	Delivery is flat and monotonous with no attempt to vary delivery; little or no eye contact; vocabulary and sentence structure dull or inappropriate; speaker(s) do little more than read directly from supporting materials
<b><u>Content</u></b>	Speech has clearly defined introduction and conclusion; smooth and logical progression from point to point and speaker to speaker; each segment has structure and appropriate evidence to support argument	Organization is occasionally hard to follow; a few awkward transitions; evidence present and mostly relevant; segments are mostly related to each other	Organization is hard to follow but apparent; transitions are generally smooth from point to point and speaker to speaker; evidence is present but generally irrelevant; segments are generally unrelated to each other or the issue at hand	Sections of the speech are muddled together; transitions mostly rough or incongruous; evidence is mostly irrelevant or missing; segments are mostly unrelated to each other or the issue at hand
<b><u>Scholarship</u></b>	Content is accurate, insightful and complete, and shows a deep understanding of the material	Contains one or two minor errors of fact and shows both insight and good comprehension of the material	Contains some errors of fact and shows no more than basic comprehension of the material	Content is incorrect, useless, or frivolous, and demonstrates no deeper comprehension of the material
<b><u>Support Materials</u></b>	Materials are relevant, visually stimulating, and easy to read/understand	Materials are generally relevant and stimulating but are occasionally hard to understand, distracting, or otherwise unhelpful	Materials are crowded, confusing, or hard to understand; visually they are distracting or otherwise unhelpful	Materials add nothing to the comprehension or understanding of the audience; materials are visually repulsive or highly distracting or inappropriate