Final Project

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| Final Rubric | | | | |
| Performance Criteria | **No/Limited Proficiency (5)** | **Some Proficiency**  **(10)** | **Proficiency**  **(15)** | High Proficiency  (20) |
| Content | Few or no attributed sources. Supporting materials lack credibility and/or don’t relate to thesis. Limited or no attempt to inform or persuade. | Some attributed sources used. Supporting materials are somewhat credible and/or don’t clearly relate to thesis. Attempt to inform or persuade. | Adequate number of credible and appropriately attributed sources used. Supporting materials relate to thesis. Informs or persuades. | A variety of credible and appropriate sources used. Supporting materials relate in an exceptional way to a focused thesis. Informs or persuades. |
| Organization | Lacks organizational structure. Introduction and/or conclusion missing. No transitions used. | Organizational structure present but unclear with underdeveloped introduction and conclusion. Transitions are awkward. | Appropriate organizational pattern used and easy to follow with developed introduction and satisfying conclusion. Main points are smoothly connected with transitions. | Organizational pattern is compelling and moves audience through speech with ease. Introduction draws in the audience and conclusion is satisfying. Main points are smoothly connected with transitions. |
| Style | No understanding of audience regarding topic or purpose of speech. Little enthusiasm and passion for topic. No regard for time constraints. | Some understanding of audience regarding topic or purpose of speech. Some enthusiasm and passion for topic. Some regard for time constraints. | Competent understanding of audience regarding topic and purpose. Enthusiasm and passion for topic. Speech given within time constraints. | Thorough understanding of audience regarding topic and purpose. Clear enthusiasm and passion for topic. Speech given within time constraints. |
| Delivery | No gestures or eye contact. Monotone voice or insufficient volume. Little poise. Reading of notes only. Abundant oral fillers and nonverbal distractions. | Some gestures and eye contact. Ineffective use of language and voice. Little poise. Heavy reliance on notes. Multiple oral fillers and nonverbal distractions. | Adequate use of gestures, eye contact, language, and voice. Poised with minor reliance on notes. Limited oral fillers and nonverbal distractions. | Effective use of gestures, eye contact, vivid language, and voice to add interest to speech. Poised with use of notes for reference only. No oral fillers and verbal distractions. |
| Visuals | No visuals or poorly-designed and documented visuals that distract from speech or do not create interest. Limited reference to visuals or so much reference delivery is hindered. | Visuals present, but simply designed with limited use of documentation. Visuals are referred to but do not create interest. Visuals may interfere with delivery. | Well-designed and documented visuals that clarify speech and create interest. Visuals are referred to and sufficiently discussed, while not interfering with delivery. | Well-designed and documented visuals that clarify speech, create interest, and hold attention of the audience. Visuals are sufficiently discussed and effectively integrated into speech. |