

## Rubric for Public Speaking ~ Speech of Self- Introduction~

| Categories                                       | 1<br>Baseline                                                                                                                                                                                            | 2<br>Attempts the<br>Standard                                                                                                                                                                                                               | 3<br>Approaching the<br>Standard                                                                                                                                                                                                                                                                   | 4<br>Target                                                                                                                                                                                                                                                         |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A: Familiarity<br/>With Your<br/>Material</b> | You are obviously not familiar with your speech. You pronounce <u>few</u> words correctly and often use filler words such as "like" or "um". Overall, you show a very limited comfort with the material. | You are only fairly familiar with your speech. You pronounce <u>many</u> words correctly, but also many incorrectly. You <u>may</u> sometimes use filler words such as "like" or "um". Overall, you show limited comfort with the material. | You are generally familiar with your speech and it is evident that you have practiced. You pronounce <u>most</u> words correctly and seem comfortable with what you have to say. You <u>may</u> use filler words such as "like" or "um" a few times. Overall, you know your speech generally well. | You have obviously practiced your speech repeatedly. You pronounce <u>almost all</u> words correctly and seem to be very comfortable with what you have to say. You <u>never</u> use filler words such as "like" or "um". Overall, you know your speech quite well. |
| <b>B: Posture</b>                                | You have <u>poor</u> posture throughout your speech. You often lean from side to side and slouch onto the podium, or fidget with your hands.                                                             | You have <u>good</u> posture throughout <u>some</u> parts of your speech. In most of parts of the speech you lean from side to side, slouch onto the podium, or fidget with your hands.                                                     | You have <u>good</u> posture throughout <u>most</u> your speech. You rarely lean from side to side, slouch onto the podium, or fidget with your hands. <u>Most</u> of your movements serve to enhance the speech rather than distract from it.                                                     | You have <u>good</u> posture throughout <u>your</u> speech. You do not lean from side to side, nor do you slouch onto the podium, or fidget with your hands. All of your movements serve to enhance the speech rather than distract from it.                        |
| <b>C: Pacing</b>                                 | You <u>move</u> through your speech <u>too</u> quickly or <u>too</u> slowly. As a result, the words that you say are not understood, or felt by the audience.                                            | You move through your speech at an appropriate pace only in <u>some</u> parts of your speech. Sometimes you make awkward pauses or sometimes you speed up unexpectedly.                                                                     | You move through your speech at an appropriate pace for <u>most</u> of your speech. A few times (2-3) you <u>may</u> make awkward pauses or speech is unexpectedly.                                                                                                                                | You move through your speech at an appropriate pace. You pause in at the end of sentences or at significant moments so that your words are felt by the audience.                                                                                                    |
| <b>D: Volume</b>                                 | You speak <u>too</u> soft or <u>too</u> loud for most of the speech. As a result, you do not command the attention of the audience.                                                                      | You speak clearly and forcefully in parts of your speech, but in most parts you are either too loud or too soft.                                                                                                                            | You speak clearly and forcefully throughout <u>most</u> your speech. In a few parts you may be too loud or too soft.                                                                                                                                                                               | You speak clearly and forcefully throughout the <u>entirety</u> of your speech. In no parts are you too loud or too soft.                                                                                                                                           |
| <b>E: Eye Contact</b>                            | You make eye contact 1-2 times with your audience during your speech.                                                                                                                                    | You make eye contact with your audience in some parts of your speech.                                                                                                                                                                       | You consistently make eye contact with your audience throughout the <u>entirety</u> of your speech, but you make eye contact with limited sections of the room. Or you make eye contact throughout most of your speech, but only with limited section.                                             | You consistently make eye contact with your audience throughout the <u>entirety</u> of your speech. You make eye contact with all sections of the room throughout your speech. Your eye contact flows well with the words of your speech.                           |

# Public Speaking Judges Rubric Elementary

**David Sherrin**



## **Public Speaking Judges Rubric Elementary:**

**Applying Standards-Based Constructivism** Pat Flynn, Don Mesibov, Paul Vermette, 2013-10-11 This book provides teachers with practical ways of constructing lessons that will engage students and help them develop personal responsibility for their own learning

**101 Interactive Classroom Teaching Activities** Ishwar Singh & Rahul Pawar, 2023-08-03 Interactive classroom teaching activities are educational techniques that encourage active participation and engagement from students during classroom instruction. These activities can take many forms such as group discussions, peer-to-peer learning, hands-on experiments, simulations, and games. They are designed to facilitate a collaborative learning environment where students can share ideas, ask questions, and work together to solve problems. Interactive classroom teaching activities are important because they provide students with opportunities to develop critical thinking skills, communication skills, and teamwork skills. They also help to keep students engaged and motivated, which can lead to better retention of information and improved academic performance.

**Speech Communication Teacher**, 1997

**Amplify Student Voices** AnnMarie Baines, Diana Medina, Caitlin Healy, 2023-01-26 Learn how to cultivate student voices and facilitate equitable participation so that young people are prepared to speak up and lead when the moment calls for it. In a world where public speaking often determines whose needs are addressed and whose values prevail, how can we create brave classroom spaces where young people can effectively express their thoughts and advocate for themselves and others? In *Amplify Student Voices*, AnnMarie Baines, Diana Medina, and Caitlin Healy introduce Expression Driven Teaching to show how centering youth voices and expression in the classroom meets both academic and social and emotional learning goals. The authors promote instruction in various forms of public speaking: storytelling, debate, poetry, presentation, and self-advocacy as a way to pursue equity in education and counter the oppression that has long silenced the voices of marginalized groups. This engaging book features extensive first-person accounts from young people who describe their journey toward effective public speaking and how it has helped them affirm their identity, confront life's many challenges, and pursue opportunities with increased confidence. Their insights also inform and supplement the authors' practical recommendations and how-tos for incorporating the various public speaking formats into everyday instruction at all grade levels and across subject areas. Both informative and inspiring, *Amplify Student Voices* challenges traditional notions of good public speaking, broadens its definition, and demonstrates how to engage learners to create a world that is more inclusive and just.

**Wasting Minds** Ronald A. Wolk, 2011 This book offers a smart and tightly reasoned critique of the educational status quo.

**Designing Effective Instruction** Gary R. Morrison, Steven J. Ross, Jennifer R. Morrison, Howard K. Kalman, 2019-03-19 A guide to the information and practical skills for successful instructional design, revised and updated. The updated eighth edition of *Designing Effective Instruction* offers educators an essential guide for designing effective and efficient instruction that is exciting and interesting. The flexible model presented is based on research from many different disciplines. The authors, noted experts on the topic, draw on recent research that

incorporates both behavioral and cognitive approaches into the model The eighth edition highlights the fundamentals of instructional design that can help students develop a solid foundation in the design process These basic skills can be adapted to a wide variety of settings such as multimedia classroom business health care higher education and distance education instruction This new edition has been revised to include information on the most recent research and trends The book also contains a new section on the topic of lean instructional design This new section discusses strategies to reduce time and resources for each step of the process This important guide Offers a review of the basic skills needed to create effective instruction Includes various features to stimulate thinking and provides additional explanations Provides a real world scenario in every chapter Presents exercises to test skills and knowledge Contains a quality management section to help conduct a quick quality check of the design project Written for instructional designers in business military medical and government settings as well as to those in higher education and P 12 classrooms Designing Effective Instruction is the proven resource for designing quality instruction that can motivate participants

Judging for Themselves David Sherrin, 2016-03-31 Learn how to use mock trials to bring history and literature to life When students take on the roles of lawyers and witnesses in historical or literary trials they develop greater investment in the topics they learn rigorous close reading and questioning techniques and they are able to deeply explore and reflect upon themes of justice and responsibility In this new book from award winning teacher David Sherrin you ll find out how this lively instructional strategy will make learning a more immersive engaging and memorable experience for your middle school and high school students The book includes a clear how to guide to get the most out of mock trials in your class ready made units and lessons to get you started right away complete with sample scripts primary source documents scaffolding worksheets and assessment rubrics templates and step by step instructions to help you design your own mock trials The pre made units which Sherrin spent years refining in his classroom cover historical topics such as the Nuremberg Trials and the inquisitions of Martin Luther and Galileo You ll also find fun and interactive mock trials based on the literary works The Pearl and To Kill a Mockingbird These lessons will help students at all ability levels to become better readers public speakers and critical thinkers For even more engaging lessons try out Sherrin s companion book on role plays The Classes They Remember Using Role Plays to Bring Social Studies and English to Life

Letting Student Voices Shine Todd Stanley, 2025-04-09 This book provides clear accessible strategies for developing your students public speaking abilities a valuable skill to help your students shine Letting Student Voices Shine provides a clear curriculum for improving public speaking competencies including a progression of mastery implementable classroom activities video demonstrations and rubrics for helping teachers to evaluate and students to improve In addition to instructional and example videos created specifically for this book chapters also feature TED Talk examples the gold standard for effectively conveying accurate easy to understand information to a target audience to illustrate key points on what does or doesn t work and why Whether used as is or broken up to focus on specific public

speaking skills teachers in any subject area will find this book an invaluable tool to ease students into public speaking until they are expert orators      **Speaking Rules!** Cathy Miyata, 2001 A wonderful collection of games exercises and activities to help students overcome their fear of public speaking and flourish in front of an audience Cf Our choice 2002      **Teach Boldly!** Dennis Earl Fehr, 2010 In today's public schools teachers are often discouraged by the restrictions placed on them by the education system federal mandates such as No Child Left Behind excessive emphasis on standardized testing pre packaged curricula inadequate funding overcrowded classrooms cultural incongruence and social injustices Teachers feel thwarted from meeting the unique needs of each student and students continue to fall between the cracks in the system This book encourages educators to teach boldly using wisdom and courage to do what they know is best for their students despite the obstacles A collection of letters from leading educators and scholars to practicing and future teachers Teach Boldly offers advice encouragement and inspiration in the form of bold innovative ideas to ignite teachers passion for their work in the midst of a range of discouraging situations The book can be used as a resource for practicing teachers or as a textbook in teacher education programs It is relevant to courses in foundations of education curriculum studies issues in education education policy critical pedagogy ethics in education school reform and educational leadership

Uncover the mysteries within is enigmatic creation, **Public Speaking Judges Rubric Elementary** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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