Name/Period: _____

Courage Speech Project Rubric

Requirements:	Exceeds Standards (5)	Meets Standards (4)	Approaching Standards (3)	Below Standards (2-0)
Organization: Use of strong speech structure. Speech has an introduction, body, and conclusion. Speech starts with an attention grabber and ends with a bang and applies effective transitions. Speech has an effective thesis statement at the end of the introduction.	Student meets all four criteria effectively.	Student meets all four criteria effectively with few errors.	Student meets 3 of the four criteria with errors, but is on the way to understanding the concept.	Student meets 2 or less of the criteria with considerable need for improvement.
Definition of Courage: Speech proposes a definition(s) of the concept of courage.	Student gives a definition that is easily understandable by the audience.	Student gives a definition that is understandable by the audience.	Student gives a definition that defines courage but is not easily understood by the audience.	Student gives a definition that cannot be understood by the audience or gives no definition at all.
Support (Overall): Speech persuasively supports the speaker's definition based on what they have learned about courage during their reading of his/her chosen Courage Novel, specifically using quotes from the book.	Student effectively uses the persuasive techniques learned in class to move the audience to fully believing their definition.	Student uses the persuasive techniques learned in class to move the audience to see credence in their definition.	Student tries to use the persuasive techniques learned in class in an attempt at having the audience believe their definition.	Student does not use any persuasive techniques to effectively persuade the audience their definition is correct.
Support (Textual Support): Use of textual support with strong introductory phrasing and explanations of the text. 3-6 quotations from your text to help support your argument complete with page numbers.	Student has included all three criteria in their speech effectively and fluidly.	Student has included all three criteria in their speech but may need work on clarity.	Student has included at least two of the criteria, but needs to strengthen their argument to make their point.	Student has included one to none of the criteria and needs to strengthen their argument through textual support.
Persuasion Techniques: Use of common persuasive techniques, logos, ethos, and pathos. Speaker comes across as an authority/credible, appeals to emotions of audience through language, and/or uses textual support.	Student effectively uses the techniques in a manner that is convincing to the audience.	Student uses the techniques in a manner that helps the audience believe their point of view.	Student uses the techniques, but it is ineffective in making the audience believe their point of view.	Student does not attempt to use the techniques within their speech.
Speech Techniques: Use of strong speech techniques such as body control, master of material (rehearsal), flow, pacing, eye contact, no fidgeting, etc.	Student effectively delivers a speech using strong speech techniques and shows mastery of their material.	Student delivers a speech using speech techniques and shows some mastery of their material.	Student delivers a speech mostly using speech techniques and shows an attempt at mastery of their material.	Student delivers a speech but fails to use speech techniques and has not mastered their material.

Time: _____   (5 POINTS)
Did student run over/under time limit? If yes, deduct 1-3 points.
| | YES | | NO |

Did student dress up for the presentation, meaning no jeans, t-shirts, or tennis shoes? Student should be in business casual attire. (Ladies this means your skirts must pass the fingertip test and NO flip-flops). If yes, add 3 points.
| | YES | | NO |

Did the student turn in note cards? (5 POINTS)
| | YES | | NO |

TOTAL: _____/ 40