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| **Introduction** | **0**  **Not Present** | **1**  **Does not meet** | **2**  **Approaching** | **3**  **Meets** | **4**  **Exceeds** |
| HQQK used. | No HQQK used. | Weak HQQK attempted. Audience may be confused. | Simple, identifiable HQQK used but lacked effectiveness. Does not adequately capture audience attention. | HQQK clearly and effectively used. Audience is attentive. | Creative HQQK used clearly, effectively and smoothly. Gained the desired response from the audience. |
| Thesis Statement | No thesis present. | Thesis is implied. | Thesis is the first sentence of the speech. | An acceptable proposition/ thesis (central idea) is given in an interesting way using the funnel format. | A strong proposition/ thesis (central idea) set tone & clearly introduced and related the topic to the interests/needs of the audience, using the funnel format. |
| **Persuasive Appeal** | **0**  **Not Present** | **1**  **Does not meet** | **2**  **Approaching** | **3**  **Meets** | **4**  **Exceeds** |
| Logical (Logos) | Virtually no arguments presented. | Presented arguments that lack relevance and valid evidence.  Information is incorrect and/or outdated.  Many fallacies are present in the reasoning. | Presented some arguments; however, some unsupported assertions may also be present.  May have minor reasoning fallacies. | Presented arguments to support major claim. Arguments are clearly supported and free of fallacies. | Presented sophisticated arguments to support major claim.  Arguments are supported with sufficient, relevant, and valid evidence, completely free of fallacies. |
| Emotional (Pathos) &  Ethical (Ethos) Appeal | Appeals were non-existent. | Appeals to audience emotions were attempted but failed to interest and/or motivate the audience. Weak attempt to create imagery or use vivid language to capture audience. | Appealed to audience emotions to achieve the persuasive goal, but failed to observe ethical responsibilities.  Created some effective imagery through language. | Effective appeals to audience emotions to achieve the persuasive goal. Engaged audience emotionally. | Effectively and ethically appeals to audience emotions to achieve the persuasive goal.  Vivid and emotive language effectively used to create imagery and engage audience emotionally. |
| **Organization** | **0**  **Not Present** | **1**  **Does not meet** | **2**  **Approaching** | **3**  **Meets** | **4**  **Exceeds** |
| (Conclusion)Action Step | No action step. | The action step was vague or non-existent. No real sense of closure; audience confused. No impact at ending. | Action step was general and the specific measures the audience would have to take were vague. Final appeal was adequate. Somewhat memorable ending | The action step was appropriate given the audience and topic.  The presentation has an effective final appeal. Memorable ending. | The action step was excellent given the audience and topic.  The speaker provided specific steps/measures needed to complete the action. The presentation has an effective final appeal. Very memorable ending. |
| **Delivery** | **0**  **Not Present** | **1**  **Does not meet** | **2**  **Approaching** | **3**  **Meets** | **4**  **Exceeds** |
| Extemporaneous delivery | Reading. | Significant reading of the speech | Somewhat extemporaneous delivery. Regular use of notes and some reading | Extemporaneous delivery, using notes for specific points. | Solid extemporaneous deliver, only subtly using notes for specific details |
| Voice | Mumbles. | Needs to work on volume / articulation / rate/ pitch / pauses | Volume / articulation / rate / pitch / pauses sometimes distract from the message | Volume and articulation allow speaker to be clearly understood | Rate, pitch, pauses, volume and articulation strongly enhance message |
| Sustained Eye Contact | No eye contact attempted. | Needs to work on eye contact | Eye contact is attempted but not with each member of the audience | Speaker has strong, direct eye contact during the speech | Speaker has strong direct eye contact with each member of the audience |
| Posture, Gestures and Movement | Gestures, movement, and posture too distracting. | Needs to work on gestures, movement, and posture. | Gesture/posture/movement are stiff or distracting | Gesture(s), movement, and posture complement message. | Gestures, movements, and posture complement and extend the message, add life to speech |