



# 4-H Public Speaking Score Sheet

Speaker's Name: \_\_\_\_\_ Age Category:  Jr. 9-11  Int. 12-13  Sr. 14-19

Age by Sept. 30 of 4-H year: \_\_\_\_\_ Date: \_\_\_\_\_ Unit/County: \_\_\_\_\_

Speech Title: \_\_\_\_\_ Length of Speech: \_\_\_\_\_

	Blue 5 points	Red 4 points	White 3 points	Constructive Comments:
<b>General Appearance, Poise, Posture (10 pts possible)</b>				
Neatly dressed, well-groomed, good posture				
Calm, pleasant, confident, at ease				
<b>Speech Selection (5 pts possible)</b>				
Age-appropriate topic, one theme				
<b>Voice (30 pts possible)</b>				
Pitch, volume, speed, tone, rhythm				
Clear pronunciation				
No long pauses, no "extra" words (um, uh, you know)				
Audible at all times, distinct, natural voice				
Enthusiastic, personality shows through				
Speaker captures and retains audience attention				
<b>Speech (25 pts possible)</b>				
Well-organized, logical order				
Introduction, body, conclusion				
Up-to-date, accurate, relevant information				
Sticks to subject				
Adheres to time limits (5 pts. deducted for speeches outside of range.)				
<b>Use of Language (10 pts possible)</b>				
Appropriate word choice, clear, correct phrasing				
Uses correct grammar				
<b>Expression (10 pts possible)</b>				
Good eye contact				
Appropriate gestures, body language				
<b>Response to Questions (10 pts possible)</b>				
Adequate, complete answers				
Timely, spontaneous response				

# of check marks from red and white columns

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X1

X2

**Time Ranges:** Junior (9-11) = 2-5 mins., Intermediate (12-13) = 3-6 mins., Seniors (14-19) = 5-7 mins.

**Scores:** Blue = 100-90 Red = 89-75 White = 74 and below

**Five points will be deducted for speeches outside the time range.**

**Category criteria:** use the Public Speaking Judging Rubric to clarify.

**Components of a speech:** speaker, audience, speech; no props or costumes.

100 - \_\_\_\_\_ = \_\_\_\_\_ **Final Score**



## Public Speaking Judging Rubric: Suggested Criteria

*Use the following criteria as a baseline for scoring and providing constructive feedback.*

*Keep in mind that the rubric provides a set of guidelines for judges; use age-appropriate terms when phrasing feedback to youth.*

Criteria	Blue	Red	White
<b>General Appearance, Poise, and Posture</b>	Neatly dressed and well groomed – good posture; smiled when appropriate; seemed confident and at ease throughout speech.	Adequate dress and grooming; posture varied – affected by nervousness or stumbling; overcame initial nervousness; spoke with a few pauses or fill words.	Dress was sloppy, disheveled, or distracting; cleanliness or grooming an issue; was visibly stiff and nervous (e.g. slouched, paced).
<b>Speech Material Selection</b>	Material was age appropriate, easy to follow, evidence of unity, coherence, and emphasis	Although material was age-appropriate, it was somewhat hard to follow, lacking aspects of unity, coherence, and emphasis.	Material was age-appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis.
<b>Voice: Projection and Volume, Fluency, and Control</b>	Speaker's voice varied effectively with clear expression, clear pronunciation, speed, tone, and volume to engage and keep audience's attention and be heard across the room. Speaker talked enthusiastically with appropriate pauses. Tone of voice, pace, and emotion enhanced the impact of the speech.	Speaker attempted to vary voice, expression, tone, and volume, but was occasionally too loud or too soft to be easily heard. Clarity of speech was inconsistent. The speaker's personality was not used as effectively as it could have been to convey the message. Although the speaker captured the attention of the audience, s/he did not maintain it; inconsistent pausing was noticed.	Speaker attempted to vary voice tone, but with little effect. Audience was inconsistently engaged. Speaker was not loud enough/ clear enough for the judges to hear and did not convey personality. Speaker spoke in a monotone voice, spoke haltingly, or was hard to understand.
<b>Speech</b>	Material organized around a clear purpose with one basic theme; topic was narrow; information was accurate, relevant to topic, and up-to-date; speech had clear steps and logical order; speaker stuck to the subject and conveyed extensive knowledge of topic; speech was complete with introduction, body, summary, and conclusion; speaker stuck to time requirements; highly effective use of speech notes or notes not needed.	Although theme was evident, material could have been more clearly organized or material seemed organized, but theme was not evident. The topic could have been more specific. Information was accurate but out-of-date or information was up-to-date, but could have been more accurate. The speech did not consistently follow a logical order or show clear steps. Although the speaker conveyed knowledge of the topic, s/he did not stick to the subject. Although time limit was adhered to, the speech did not seem complete; needed stronger summary/conclusion.	Purpose and basic theme of speech unclear; topic was too broad; information was incorrect or not relevant to topic; logical order of speech was not evident; speaker did not convey knowledge of the topic and meandered; speech was missing an introduction, body, summary, or conclusion; speaker did not adhere to time requirements.
<b>Use of Language</b>	Speaker's use of language was excellent; the words were put together well to convey meaning without appearing to be memorized. Effective use of language without being too technical or flowery. Correct grammar used.	Speaker did not read entire speech, but hesitated and stumbled to some degree. Sounded memorized. More technical or "flowery" terms used than needed to provide effective information. Grammar was inconsistently correct.	Speaker read speech from cards and stumbled with frequent hesitations and filler phrases: "aaa," "like," "you know." Speaker used technical terms or "flowery" terms without explanation or out of context. Words were not put together well – meaning difficult to understand. Grammar was weak or incorrect.
<b>Expression: Appropriate Gestures and Eye Contact</b>	Used natural movement and descriptive gestures that displayed energy, created mood, and helped audience visualize. Only occasionally glanced at notes; made consistent, meaningful eye contact with audience.	Used some movement and gestures, but they didn't enhance the speech; some eye contact, but relied on notes to a level of distraction.	Used movement and gestures that distracted from the speech (stiff, unnatural body movement and gestures were not coordinated with speech); little or no eye contact (speaker looked at the floor or at notes).
<b>Response to Questions</b>	Speaker seemed well prepared and handled questions with ease. The speaker was able to offer more information than was originally covered in speech. The speaker displayed creative, spontaneous problem solving in response to questions.	Speaker answered questions honestly and appropriately and exhibited knowledge of topic. Some creative thinking and problem-solving skills evidenced; offered few spontaneous responses	Speaker seemed unprepared for questions and had difficulty formulating answers. Little evidence of spontaneity. Very little creative thinking and problem-solving skills evidenced.

Developed by the *Communications: Public Speaking Task Force*

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