**TED Mastery Rubric**

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| **Speaker Stance 30%** | **Description** |
| Audience Adaptation |  The speaker could engage to his or her audience as well as interests his/her audience with the use of effective language and expressions. The speaker could deliver adlibs during the speech to add connection to his audiences |
| Self confidence | The speaker shows that he or she is comfortable and complaisant in front of the audience. The speaker must show that he/she has full knowledge of the subject he/she is talking about. |
| Ingenuity | The speaker shows that he is creative and well prepared for the presentation he/she is about to show. PPT or bringing props on the stage such as pictures or any object that is related to his/hers topic which makes the speech more creative and interesting. |
| **Technical Aptitude 30%** |  |
| Grammar | Proper use of language while speaking as well as constructing words that will help the audience understands the talk vividly. |
| Lexical Resource | Higher standard of language used and expressions visibly spoken during the speech. Terminologies must be concise and apparently comprehensible to the people listening to the speech.  |
| Delivery | The speaker must show neutral accent, proper volume, modulated voice and average speed in his tone of delivery to convey his message across efficiently |
| **Writing Prowess 40%** |  |
| Organization | Ideas are well organized from the gist to the supporting details. Examples are given from statistics to anecdote in a visible frame even during the speech. Major Rhetorical devices are used such as Logos, pathos and ethos. |
| Content | The theme, topic and main subject as well as the purpose of the speech are well-balance and clearly stated to create efficacy of writing. |
| Coherence of Information and Examples | The essay is apparently well researched from the details given with facts and personal anecdotes. Rhetorical devises are also properly used. |
| Topic Knowledge | The essay has shown the knowledge of the speaker to the topic he /she wanted to present. The speaker has done necessary research to fortify the issue he/she wanted to present. |

Rubric Scores

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| **I. Speaker Stance 30%** | **Mastery Level (10)** | **Approaching Advance (8-9)** | **Attempting target (6-7)** | **Developing Speaker****(5)** | **Approaching Standard Speaker (3-4)** | **Baseline speaker****(1-2)** |
| Audience Adaptation | The speaker is able to effectively keep the audience engaged from the speech the presenter was able to modify and clarify. The speaker is able to demonstrate non verbal behaviors that kept his audience engaged. | The presenter is able t keep the audience engaged most of the time. When asked for clarification the speaker makes attempt to restate ideas that shows the speaker is aware of his audience’s needs and demands for the talk | The presenter was able to keep the audience engage however the verbal and non verbal feedback from the audience may suggest a lack of interest or confusion | Making interaction with the audience yet still have to add more interests in the talk to fully catch the full attention of the listeners | The speaker tries to use eye contact yet could not relate to his audience due to unnecessary movement or frequently used expressions | Obviously do not look eye to eye to his/her audience. Looked down and never try communicate to his/her listeners |
| Self confidence | The presenter has good posture all throughout the speech. Never shows any unnecessary movements and maximize the stage to present his/her speech to each and every one possible. The speaker smiles naturally and makes fascinating views that triggers laughter from the crowd and movements enhanced the speech and not distract from it. | The speaker has shown full confidence in front of audience. You can hardly see him/her doing unnecessary movement on stage. Most movements serve to enhance the speech rather than distract from it. Smiles more often to show agreement from the crowd and assurance f the full knowledge of the speech. | In most part of the speech, the speaker has shown high esteem of him/herself. The speaker barely seen fidgeting or slouching on stage. Moving at the stage at an appropriate pace yet still needs practice to improve it. The presenter smiles more often that shows strength of ideas | The speaker shows good posture in front. In some parts there may still be slouching of fidgeting but that does not hinder his/her performance at all. The speaker smiles naturally to his/her audiences | Tries to present a good posture during the speech although obviously hesitant in presenting due to discomfort on stage. Smile a little but apparently showing unrelated gestures that shows hesitance in audiences | Poor posture during the speech. Slouches and leans on things. Mumbles and fidget with fingers and apparently shows low self esteem. Obviously nervous ad unprepared  |
| ingenuity | The templates and other materials used during the presentation intensify the issues the speaker would like to present.  | Templates and props used are able to enhance and add details to the issue the presenter wanted to send. The use of materials utilized the effectiveness of the speech  | Uses template and props related to the topic yet focus more on the props and templates more than the issue he/she needs to convey to the audience  | Use template relatively right yet attention were caught by it and not the content of the speech. | Templates prepared and shown during performance but unrelated to the issue given. | No templates or any material brought on stage. Frequently reads from script. |
| **II. Technical Aptitude 30%**  |  |  |  |  |  |  |
| Grammar | The speaker shows strength in grammar through proper manipulation of structures all throughout the speech. The speech is almost free of errors with the proper use of transitional devices as well sentence agreement. Higher level of structure is visible during the speech. | The speaker shows strength in grammar through proper manipulation of structures in his/her speech. Higher level of transitional devices were attempted to use yet more practice and knowledge to the deeper parts of grammar is needed for the mastery of these devices. | The speaker is able to create from compound to complex type of sentences. Minimal errors are visible with the use of transitional devices yet the idea he/she wanted to present is still noticeably clear. | The speaker could create basic sentences and obviously deliver it correctly on stage during the speech yet needs more awareness of the subject-verb agreement. Transitional devices used yet some are not properly used that creates ambiguity during the presentation. | The speaker was able to create from basic to compound structures yet needed full guidance from instructor to be fully aware of frequent mistakes in transitional devices used.  | Barely intelligible used of sentences. Basic structure is apparent and seldom use of transitional devices to connect ideas.  |
| Vocabulary and expressions | Language use is noticeably exemplary. The words intensify, create interest and encourage the audience to learn more. The words and expressions used are vivid and precise yet intelligence and knowledge is emanating from the speaker. | Language used is almost flawless. It shows efficacy of the setting, issue and free of biases that the speaker could openly speak without ambiguity. Words and expressions used are precise yet some expressions should carry the modern language of today. | Words and expressions are familiar to the audience that they can relate to. Mostly respectful and inoffensive. Appropriate choice of words and expressions that shows speaker’s well define knowledge of the clarity of the speech. | Language choices may be limited, peppered with too many colloquial expressions that are somewhat vague to listeners.  | Improper use of words and expressions. Word choices are monotonous and uninteresting. Language is questionable or inappropriate for the topic, occasion or setting required. | Broken or choppy speech due to lack of vocabulary and improperly use of expressions |
| delivery | The delivery is extemporaneous. Posture, eye contact, gesture, facial expressions, volume, pace and voice came out natural, confident and intensify the message of the speech that make the speaker effective to the audience. Powerful delivery and well-timed use of humor indicates confidence and commitment to the topic. Vocal tone and delivery style are consistent with the topic. Limited use of nonfluencies is observed. | The delivery sounds natural, confident and enhances the message of the speech. Tone, Voice and over all Articulation and diction are well prepared. Fillers are still visible when ideas are being thought yet it does not affect the emphasis of the speech. | The delivery seems effective-however, effective use of volume eye contact, vocal control and pauses for emphasis are still inconsistent because hesitancy can still be observed. The delivery style, tone of voice, and pauses do not seem out-of-place to the occasion. Articulation and enunciation of words are clear and precise | The speaker delivers the speech inaudibly. Use of vocal tone, facial expressions, clothing and other non verbal expression are noticeable during the speech yet may not be consistent due to hesitations. Poise of composure is apparently lost during distractions. | Speech either too loud or very soft that do not command attention of the audience. Gestures and movement may be jerky or excessive that the delivery appears inconsistent with the message. Fillers are used excessively. Articulation and pronunciation tend to be sloppy.  | Mumbles and sound monotonic. Speech very soft or too quick in speed that ideas were not properly presented and left the audience confused. Words mispronounced and native tongue audibly apparent during speech.  |
| **III. Writing Prowess 40%** |  |  |  |  |  |  |
| Organization | Powerful organization which establishes the framework utilized throughout the passage. Building logos, ethos and pathos that employ relevant persuasive devices; significant to fortify the essence of the topic. The passage demonstrates full knowledge of the speaker’s idea about the issue. Supporting ,materials are original, logical and relevant to the current issue |  |  |  |  | Poor organization of the essay. Ideas were not properly developed and focus of the issue not well presented |
| Content |  |  |  |  |  | Fail to present the overall idea the speaker wanted to convey |
| Coherence |  |  |  |  |  | Information and other devices needed for the essay were not accurately given. Poor sequence of information and examples |
| Topic Knowledge |  |  |  |  |  | The writer does not have a grasp of the information. No citation of sources given for the speech. Inaccurate, generalized and inappropriate supporting material used.  |