# Smarter Balanced Speech Rubric Grades 3-11

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| 4     | The speech is consistently and purposefully focused:  
• Controlling idea, opinion, or claim is clearly stated and strongly maintained  
• Controlling idea, opinion or claim is introduced and communicated clearly within the context | The speech has a clear and effective organizational structure helping create unity and completeness:  
• employs a strong opening and logical progression of ideas  
• effective introduction and conclusion for audience and purpose | The speech provides thorough and convincing support/evidence for the writer’s controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:  
• use of evidence from sources is smoothly integrated and relevant | The speech clearly and effectively expresses ideas:  
• use of precise language (including academic and domain-specific language)  
• consistent use of syntax and discourse appropriate to the audience and purpose | The speech is clearly and smoothly presented:  
• use of effective eye contact and volume with clear pronunciation  
• understandable pace adapted to the audience  
• consistently aware of audiences engagement  
• use of strong visual/graphics/audio enhancements, when appropriate, to effectively clarify message. |
| 3     | The speech is adequately and generally focused:  
• controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present  
• some context for the controlling idea, opinion, or claim | The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:  
• Adequate use of transitional strategies with some variety.  
• Ideas progress from beginning to end.  
• Introduction and conclusion are adequate  
• Adequate, if slightly inconsistent, connection among ideas | The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:  
• Some evidence from sources is smoothly integrated though may be general or imprecise | The speech adequately expresses ideas employing a mix of precise with more general language:  
• use of academic and domain-specific language is adequate  
• use of syntax and discourse generally appropriate to the audience and purpose | The speech is adequately presented with minor flaws:  
• appropriate use of eye contact, volume, and pronunciation  
• generally understandable pace adapted to the audience  
• sufficiently aware of audience’s engagement  
• sufficient use of visual/graphics/audio enhancements, when appropriate, to effectively clarify message |
| 2     | The speech is somewhat unclear and unfocused:  
• controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift  
• controlling idea, opinion, or claim may be lacking appropriate context | The speech has an inconsistent organizational structure:  
• Inconsistent use of transitional strategies with little variety.  
• Ideas progress unevenly from beginning to end.  
• Introduction and conclusion, if present, may be weak  
• Weak connection among ideas | The speech provides uneven, cursory support/evidence for the writer’s controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and detail:  
• Evidence from sources is weakly integrated | The speech inconsistently expresses ideas employing simplistic language:  
• Insufficient use of academic and domain-specific language  
• Use of syntax and discourse may at times be inappropriate to the audience and purpose | The speech is unevenly presented with evident flaws:  
• Inconsistent use of eye contact, volume, and pronunciation  
• Pace partially adapted to the audience  
• Partially aware of audience’s engagement  
• Sufficient use of visual/graphics/ audio enhancements, when appropriate, to effectively clarify message |
| 1     | The speech is unclear and unfocused:  
• Controlling idea, opinion, or claim may have a major drift  
• Controlling idea, opinion, or claim may be confusing or ambiguous | The speech has little or no discernible organizational structure:  
• Few or no transitional strategies are evident  
• Frequent extraneous ideas may intrude. | The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:  
• Evidence from sources is minimal, absent, in error, or irrelevant | The speech expresses vague ideas, lacks clarity, or is confusing:  
• Uses limited language or domain-specific vocabulary  
• Rudimentary use of syntax and discourse inappropriate for the audience purpose | The speech is presented with serious flaws that obscure meaning:  
• Infrequent eye contact and inappropriate volume and pronunciation  
• Pace not adapted to the audience  
• Little or no sense of audience’s engagement  
• Little or no visual/graphics/audio enhancements to clarify message |
| 0     | A response gets no credit if provides no evidence of the ability to write a narrative | | | | |