

Speech Contest Evaluation Rubric

Name: _____

Topic: _____

Level: _____

| | 4 | 3 | 2 | 1 | Student Score |
|---|---|--|---|---|---------------|
| Communicating Meaning | Understandable by any native speaker of Japanese | Understandable by a sympathetic native speaker | Understandable to a degree by language teachers | Very difficult to understand for anyone | |
| Fluency | Few unnatural pauses. Pauses filled with appropriate fillers (anoo, eeto, etc.). Pauses don't inhibit flow of speech. | Some unnatural pauses, but pauses usually are not long. Pauses generally do not inhibit flow of speech much. | Pauses are frequent, but not excessively long. Sympathetic listeners would not likely grow impatient. Japanese fillers may be used, but not consistently. | Pauses are frequent, lengthy and unnatural. Even a sympathetic listener may grow impatient. Japanese fillers not used. | |
| Cultural Appropriateness | Content of talk is very appropriate for Japanese culture | Most of the content is appropriate for Japanese culture. | Much of the content is not appropriate for Japanese culture. | Content of talk would not be appropriate for Japanese culture. | |
| Vocabulary Use | Uses a wide range of vocabulary with high levels of accuracy | Uses a range of vocabulary, but with a few inaccuracies | Uses a limited range of vocabulary and has noticeable inaccuracies in vocabulary use | Uses a very limited range of vocabulary and has many inaccuracies that inhibit communication | |
| Grammatical Accuracy | Makes few grammatical errors. Errors seldom, if ever, inhibit communication | Makes some grammatical errors, but these errors are usually not major obstacles to communication | Makes grammatical errors regularly. Errors sometime inhibit communication of meaning. | Makes grammatical errors often, inhibiting communication of meaning greatly. | |
| Pronunciation | Makes few or no pronunciation errors. Sounds rather native-like. | Makes some pronunciation errors, but errors don't inhibit understanding of meaning | Makes errors regularly, and sometimes it's difficult to understand meaning because of this. | Makes many errors, to the point that it is often difficult to discern meaning. | |
| Presentation | Very cohesive speech with well-connected ideas and natural flow | Somewhat cohesive speech with ideas mostly well-connected and fairly natural flow | Speech lacks in cohesiveness. Ideas frequently are not connected well. Speech lacks natural flow at times. | Speech not at all cohesive. Ideas not well-connected. Does not flow well at all. | |
| Effectiveness of Presentation | Interesting and engaging | Interesting but not particularly engaging | Somewhat interesting | Mundane topic; predictable, uninteresting | |
| Speech level is appropriate for grade level/years studied | Uses polite language, -desu and -masu forms at a level expected for the language learner's length of study. | Level is mostly appropriate, with occasional use of language that is too formal or too informal. | Frequent use of language that is too formal or too informal. | Many memorized phrases that are overly formal, old-fashioned, and may not have originated with the student. Student does not appear to understand speech content. | |
| | | | | TOTAL SCORE | |

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