

NAME: _____

DATE: _____

Project Soapbox Rubric

	EXCEEDS STANDARD (4)	MEETS STANDARD (3)	NEARS STANDARD (2)	NEEDS REVISION (1)
CONTENT	Explains the issue clearly and coherently, providing abundant evidence to support the significance of the issue	Explains the issue clearly, providing ample evidence to support the significance of the issue	Somewhat explains the issue, providing some evidence to support the significance of the issue	Issue is not explained clearly; little to no evidence provided to support the significance of the issue
	Describes a clear and detailed vision of what community would look like if issue was successfully addressed	Describes a clear vision of what community would look like if issue was successfully addressed	Attempts to describe a clear vision of what community would look like if issue was successfully addressed	Does not provide a description of what community would look like if issue were successfully addressed
	Contains a specific and actionable call to action that is linked to their vision	Contains a specific call to action	Contains a vague call to action	Does not contain a call to action
STRUCTURE AND STYLE	Includes both a compelling opener and closer that captures audience's attention	Includes both an effective opener and closer that captures audience's attention	Includes either an effective opener OR closer that captures audience's attention	Lacks opener or closer
	Incorporates multiple rhetorical devices effectively	Incorporates one rhetorical device effectively	Attempts to incorporate a rhetorical device	Does not incorporate any rhetorical devices
	Speech is exceptionally well organized, the speaker makes it very easy for audience to follow their progression.	Speech is well organized, easy to follow.	Speech is mostly well organized.	Speech loses focus at times, meanders, rambles or jumps around
DELIVERY	Presents speech clearly, using body language (eye contact, gestures, confident stance) to enhance the message	Presents speech clearly; maintains eye contact and has confident stance	Presents speech mostly clearly, partially reads speech	Does not present speech clearly; body language is distracting and/or simply reads the speech
	Masterfully uses tone, speed, pausing and volume as tools	Effectively uses tone, speed, pausing and volume as tools	Uses one of the following: tone, speed, pausing and volume as tools	Does not use speed, tone, volume and pausing as tools
	Student is expressive and demonstrates care and passion for the issue	Student is expressive and demonstrates interest in the issue	Student demonstrates some interest in the issue	Student does not demonstrate interest in the topic

TOTAL:**COMMENTS:**