

Impromptu Judging Rubric

Speaker Points	1-11 Developing	12-13 Low Level of Mastery	14-15 Fair Level of Mastery	16-17 Good Level of Mastery	18-20 Excellent Level of Mastery
Vocal Performance of Content: Rate, volume, intonation, emphasis	Speaker's rate/ volume/ enunciation interfered with audience understanding. Speaker's Emphasis/ intonation conflicted with the message.	Speaker's vocal performance interfered with understanding over ½ of the total speaking time.	Speaker's vocal performance at times or less detracted from the delivery of the message.	Speaker's vocal performance helped bolster the audience's understanding and interest. Not distracting vocal issues. Confident in speaking.	Speaker's vocal performance expertly supported the message. Delivery was clear, compelling and professional throughout.
Physical Performance: Eye contact facial expressions, gestures, posture, purposeful	Speaker's physicality interfered with performance. Speaker's eye contact (or lack of), gestures and/or movement distracted from the performance.	Speaker's physicality occasionally interfered with overall performance. Some issues with gestures, eye contact, facial expressions or movement were distracting.	Speaker's physical performance showed no major errors but lacked proficiency throughout.	Speaker's physical performance only included a few errors and overall enhanced the performance. Good use of eye contact, gestures, facial expressions and purposeful movement were observed.	Speaker's physical performance expertly demonstrated public speaking skill. Excellent use of eye contact, facial expressions, gestures and movement demonstrated confidence.
Speech organization was clear, easy to follow and connected logically to prompt. Intro, main points and conclusion were clearly established. Thematic transitions were provided	Lacked organization ideas were difficult to follow. Lacked preview of points and/or review. Few transitions or unclear transitions from point to point. The speech only loosely connected to prompt.	Organization was at times unclear. Transitions were inconsistent. Some repetition or oversight of ideas. A weak link to the prompt was provided.	Overall organization was easy to follow. Transitions used. Some repetition or oversight of ideas. Speech connected to the prompt.	Organization was easy to follow. Intro included a hook and reference to prompt. Points were previewed. Main points clear, and transitions were used. Conclusion provided a sense of closure. Connection to the prompt was adequate.	Organization was perfect. Intro included hook, reference to prompt, preview of points and then thematic transitions from point to point. Conclusion referenced hook and provided closure. Approach to prompt was creative.
Speech Content Choices: clarity, creativity, support and appropriateness	Main ideas were not linked to prompt. Main ideas lacked development. Content was inappropriate.	Main ideas were loosely linked to the prompt and to one another. Main ideas needed development. Some repetition or oversight made detracted from the speech.	Main ideas addressed prompt in a basic way. Some support for each point was provided. Content was appropriate.	Interesting approach to prompt. Main ideas were well-supported. Examples were clear and helped audience understand.	Highly creative approach to prompt. Each main point was closely linked to the prompt and to each other. Support was well-developed and interesting.
Use of time and overall performance and decorum as speaker and audience member (e.g., active listening and applauding)	Student spoke for less than 60 seconds and/or student's behavior (as audience member or speaker) was unsportsmanlike.	Student spoke for less than 90 seconds. Overall performance indicated lack of confidence and/or understanding.	Student spoke for less than two minutes. Overall performance indicated lack of confidence and/or understanding.	Student spoke for at least three minutes and demonstrated confidence, understand and relatability.	Student used less than two minutes of prep, spoke for at least four minutes and demonstrated confidence and professionalism

Student Name: _____

Total Speaker Points: _____ / 100

Scoring: Top score is 100 and should be reserved for a flawless performance. Utilize rubric to determine the score. Scores should range from 70-100, with scores under 75 reserved for "developing" performances.

Judges will BOTH RANK and SCORE competitors. There should be only "high point" wins. If one speaker earned a 98 and another speaker a 96, the competitor with the higher score must be ranked higher. There may be NO TIES in RANK, but it's okay to have tied scores out of 100.

As a card is permitted with this version of impromptu speaking, use of the card may play into scoring, but there is NO penalty for its use. The card should not be used as a prop.

Extemporaneous Debate Judging Rubric

Speaker Points	1 Developing	2 Low Level of Mastery	3 Fair Level of Mastery	4 Good Level of Mastery	5 Excellent Level of Mastery
Performance	Very nervous, unclear speech, frequent pauses, lack of eye contact.	Some nervousness, inconsistent clarity, occasional pauses, limited eye contact.	Confident delivery, clear speech, minimal pauses, adequate eye contact.	Very confident delivery, articulate speech, few pauses, strong eye contact.	Extremely confident, compelling delivery, fluent speech, no pauses, strong and engaging eye contact.
Organization	Very disorganized, unclear structure, difficult to follow.	Somewhat disorganized, weak structure, challenging to follow at times.	Generally organized, logical structure, mostly easy to follow.	Well- organized, clear structure, easy to follow.	Exceptionally well-organized, flawless structure, effortless to follow.
Evidence	Little to no relevant evidence provided, unsupported claims.	Limited relevant evidence, some unsupported claims.	Adequate relevant evidence, mostly supported claims.	Strong relevant evidence, well-supported claims.	Abundant, highly relevant evidence, all claims well-supported.
Argumentation	Weak arguments, significant logical flaws, easily refuted. No rebuttal to opponent's claims.	Some weak arguments, inconsistencies in logic. Limited rebuttal to opponent's claims.	Generally sound arguments, minor inconsistencies. Some quality rebuttals, but some opponent's claims left unexamined.	Strong arguments, logical coherence. Opponent's claims addressed.	Compelling arguments, flawless logic, very difficult to refute. All opponent's claims addressed, examined and persuasively countered.
Questioning	Ineffective questioning, little engagement with opponents.	Limited effectiveness in questioning, minimal engagement.	Adequate questioning, some engagement with opponents.	Effective questioning, good engagement with opponents.	Highly effective questioning, deep engagement with opponents, adept at exposing weaknesses.
Conduct	Very disrespectful, inappropriate behavior.	Somewhat disrespectful, occasional inappropriate behavior.	Generally respectful, minor instances of inappropriate behavior.	Respectful conduct throughout.	Exemplary conduct, respectful at all times, sets a positive tone.

Student Name: _____

Total Speaker Points: _____ / 30

Overall Scale:

- ❖ **6-15 points:** Inappropriate, poor behavior.
If you give a score in this range, you must explain why to tournament staff.
- ❖ **16-19 points:** Very weak, could not engage in the debate
- ❖ **20-23 points:** Needs improvement
- ❖ **24-26 points:** Good
- ❖ **27-28 points:** Excellent
- ❖ **29-30 points:** Outstanding

Each judge will assign a score in each category based on the criteria provided, and these scores would then be used to determine the overall performance of each debater.

In debate, Speaker Points are not necessarily determiners of win/loss- “low point” wins are acceptable. The arguments themselves should determine the winner in Debate events and speaker points become “Tie-Breakers”.