Rubric Concours d'Eloquence – Interpretation of a Historic Speech

Category	5.Exemplary	4.Proficient	3.Developing	2.Emerging	1.Beginning
Pronunciation and Diction The extent to which phonetic accuracy, clear articulation, and distinct French sound production ensure immediate comprehension.	Pronunciation is consistently accurate and fully comprehensible to a native speaker. Delivery is smooth, expressive, and natural with no hesitations.	Pronunciation is generally accurate; 1–2 minor errors or pacing issues, but delivery remains fluid and easy to follow.	1-3 pronunciation errors that sometimes impede comprehension; pacing is uneven with noticeable hesitations	Pronunciation errors often impede comprehension; frequent pauses, restarts, or uneven pacing.	Multiple pronunciation errors that seriously impede comprehension; recitation is halting or fragmented.
Verbal Interpretation The extent to which rhythm, intonation, and liaisons create a natural, cohesive cadence that reinforces the structure and tone of the speech.	Liaisons and enchaînements are used correctly and naturally throughout. Pacing, rhythm, and intonation sound natural, with purposeful pauses that enhance the meaning and flow of the speech.	Liaisons and rhythm are generally correct with 1–2 minor intonation errors or awkward pauses, but the speech maintains a natural cadence and remains easy to follow.	Occasional errors in liaisons or unnatural intonation patterns sometimes disrupt the flow; pacing is slightly uneven with noticeable hesitations between phrases.	Frequent misapplication or omission of liaisons disrupts sentence structure; choppy rhythm, flat intonation, or frequent restarts regularly hinder the natural flow.	Lack of rhythm, incorrect liaisons, and robotic or erratic intonation severely disrupt the flow; delivery is halting, making sentence boundaries difficult to identify.
Performance and Artistic Interpretation *The extent to which performance choices effectively communicate and deepen the speech's meaning.*	The performer uses highly effective vocal delivery, natural and intentional physical expression, and consistently strong performance choices that deepen the speech's meaning. Interpretation is fully	The performer uses effective vocal delivery, mostly consistent physical expression, and solid performance choices that support the speech's meaning.	The performer uses vocal delivery and physical expression with some effectiveness, and performance choices occasionally support the speech's meaning. Interpretation is emerging, and	The performer uses limited vocal delivery and physical expression, and performance choices show early signs of supporting the speech's meaning. Interpretation is beginning to take	The performer uses minimal vocal delivery and physical expression, and performance choices show initial attempts to connect with the speech's meaning. Interpretation is in its

	realized, and audience engagement is sustained throughout.	Interpretation is clear, and audience engagement is maintained with only minor lapses.	audience engagement appears but varies.	shape, and audience engagement occurs in brief moments.	earliest stages, and audience engagement is not yet established.
Personal Interpretation	The student offers a thoughtful, original interpretation with a clear personal connection, supported by specific references to the speech. The answer is more than 50 seconds long.	The student provides a clear interpretation and personal connection with some supporting details, though analysis or specificity could be deeper. The answer is 40-50 seconds long.	The student provides a general interpretation or personal connection with limited explanation or examples The answer is 30- 40 seconds.	The student provides a very basic or partially developed interpretation with weak or unclear connection to the speech. The answer is less than 30 seconds.	The student's interpretation is vague, superficial, unrelated to the speech, or missing. There is no answer or/ The answer is limited to a few phrases.

Notes: A zero can be given when the student's performance falls below the criteria described for the performance indicated in Level 1.

Videos which do not respond to the prompt, which have been paused and restarted during filming, or which have been edited are non-scorable.

Videos can be considered provided they: (1) are not offensive or disturbing, (2) do not reinforce stereotypical views of any group, (3) are free of racial, ethnic, gender, socioeconomic and other forms of bias, and (4) are free of content believed to be inappropriate or derogatory toward any group.

In the event of a tie, the higher score in 'Pronunciation and Diction' breaks the tie, followed by 'Verbal Interpretation'.

Overall score (20 points possible): _____