

# RUBRIC – ACTFL Teacher of the Year Policy Speech

Name of Candidate:				
5	4	3	2	1
<p>Presents a <b>compelling message</b> that addresses policy clearly, coherently, and persuasively within the timeframe. Shows <b>strong delivery</b> (voice, pacing, eye contact, structure) that is both <b>inspiring</b> and clearly <b>passionate</b>. Demonstrates that the speaker is highly <b>knowledgeable</b> and <b>well-versed in issues</b>. Consistently connects policy details to the <b>big picture</b> of student impact and the future of world language education. Clearly positions themselves as an <b>advocate</b> for students, teachers, and programs.</p>	<p>Communicates a clear policy message with mostly <b>strong delivery</b> and evident <b>passion</b>. The speech is engaging and at times <b>inspiring</b>. Shows solid <b>knowledge</b> and is generally <b>well-versed in issues</b>, though some points could be developed further. Makes meaningful references to the <b>big picture</b>, and the role of <b>advocate</b> is apparent, though not as consistently powerful as at the exemplary level.</p>	<p>Policy message is understandable but not consistently <b>compelling</b>. Delivery is acceptable but uneven (e.g., some issues with pacing, clarity, or confidence). Demonstrates basic <b>knowledge</b> and some awareness of key <b>issues</b>, but depth and specificity are limited. References to the <b>big picture</b> and advocacy are present but occasional, general, or surface-level rather than integrated throughout the speech.</p>	<p>Policy message is vague, unfocused, or only loosely connected to clear policy goals. Delivery is weak or hesitant and rarely <b>compelling</b> or <b>inspiring</b>. Shows limited <b>knowledge</b> and does not appear <b>well-versed in issues</b> affecting world language education. Minimal connection to the <b>big picture</b>, and the speaker's role as an <b>advocate</b> is unclear or only briefly mentioned without substance.</p>	<p>Fails to articulate a clear policy <b>message</b> within the 7 minutes; organization and delivery significantly hinder understanding. Lacks visible <b>passion</b> or any <b>inspiring</b> elements. Demonstrates minimal <b>knowledge</b> and no evidence of being <b>well-versed in issues</b>. Does not connect to the <b>big picture</b> and does not present as an <b>advocate</b> for students, teachers, or the field.</p>
Notes:				