**Speech Evaluation Form**

**Speaker:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Running Time:\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory****(0 - 3 pts)** | **Fair****(4 – 6 pts.)** | **Satisfactory****(7 – 8 pts)** | **Excellent****(9 – 10 pts)** |
| **Competency One: Chooses an Effective Introduction and Conclusion*** Introduction includes effective attention getter
* Introduction establishes the speech topic
* Introduction establishes credibility
* Introduction provides audience with a reason to listen
* Conclusion summarizes main points
* Conclusion provides closure
 |  |  |  |  |
| **Competency Two: Communicates the Thesis & Specific Purpose in a Manner Appropriate for the Audience & Occasion** * Topic appropriate for speech and audience
* Thesis appropriately structured/complete
* Thesis clearly delivered
 |  |  |  |  |
| **Competency Three: Provides Evidence & Supporting Material (Including Electronic and Non-Electronic Presentational Aids) Appropriate for the Audience & Occasion*** Research resources cited verbally and on outline
* Visual aids appropriate
* Visual aids clearly visible and used well
 |  |  |  |  |
| **Competency Four: Uses an Organizational Pattern Appropriate to the Topic, Audience, Occasion, & Purpose** * Main points clear & well developed
* Main points organization appropriate and clear
* Transitions (“signposts”) between points clear and appropriate
 |  |  |  |  |
| **Competency Five: Uses Language Appropriate to the Audience & Occasion*** Word choices clear
* Word choices accurate and easy to understand
 |  |  |  |  |
| **Competency Six: Uses Vocal Variety in Rate, Pitch, Intensity (Volume) to Heighten & Maintain Interest Appropriate to the Audience & Occasion*** Uses pauses effectively
* Avoids use of vocalized pauses
* Avoids rushing
* Communicates enthusiasm
 |  |  |  |  |
| **Competency Seven: Uses Pronunciation, Grammar & Articulation Appropriate to the Audience & Occasion**  |  |  |  |  |
| **Competency Eight: Uses Physical Behaviors that Support the Verbal Message*** Avoids distracting mannerisms
* Maintains strong eye contact
* Uses appropriate movement
* Physical appearance/dress appropriate
 |  |  |  |  |
| **Competency Nine: Speaks (Does Not Read) from Outline** * Outline follows required format
* Outline matched delivered speech
* Student uses required speaking notes
 |  |  |  |  |
| **Competency Ten: Speech is Sufficiently Developed and Stays Within Time Guidelines** |  |  |  |  |

 Totals \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Modified from NCA form Total score of ten competencies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**