**Speech Evaluation Form**

|  |  **Unsatisfactory -1**  |  **Fair - 2** | **Satisfactory- 3** |  **Excellent -4** |
| --- | --- | --- | --- | --- |
| **Competency One:** **Chooses an Effective Introduction and Conclusion** | * **Missing** introduction
* **Missing** conclusion
 | * Introduction **present but fails to address all objectives** (like the attention getter, speech topic, credibility, and/or reason to listen)
* Conclusion **present but does not** summarize main points **and/or****does not** provide closure
 | * Introduction includes 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
 | * Introduction includes **effective** attention getter
* Introduction **clearly** establishes the speech topic
* Introduction establishes **strong** credibility
* Introduction provides audience with a **compelling** reason to listen
* Conclusion **thoroughly** summarizes main points
* Conclusion provides clear closure
 |
| **Competency Two: Communicates the Thesis & Specific Purpose in a Manner Appropriate for the Audience & Occasion**  | * Topic is **inappropriate** for speech and/or audience
* **Thesis statement is missing**
* Specific purpose statement is missing
 | * Topic **somewhat** appropriate for speech and/or audience
* Thesis statement **present** but **not adequately** developed or structured/main points are not clear
* Specific purpose statement present but not appropriate and/or properly formatted
 | * Topic appropriate for speech and audience
* Thesis appropriately structured/complete
* Thesis clearly delivered
* Specific purpose statement present, appropriate and properly formatted
 | * Topic appropriate and **compelling** for speech and audience
* Thesis appropriately structured/complete, with clear and detailed main points
* Specific purpose statement is present, appropriate, and properly formatted
 |
| **Competency Three: Provides Evidence & Supporting Material (Including Electronic and Non-Electronic Presentational Aids) Appropriate for the Audience & Occasion** | * Research resources are not integrated into the speech
* Research resources are not cited verbally or on the speech outline
* **Missing** visual aids
 | * Research resources cited **either** verbally **or on** outline and/**or citations lack needed publication information**
* **Research resources minimally support the speech’s purpose or content**
* Visual aids are **present but minimally relevant or used ineffectively**
 | * Research resources cited verbally and on outline
* Research resources support the speech’s purpose or content
* Visual aids appropriate
* Visual aids clearly visible and used well
 | * Research resource citations are detailed and smoothly integrated into the speech’s delivery
* Research resources strongly support the speech’s content or purpose
* **High quality** visual aids
* Visual aids clearly visible and used **skillfully**
 |
| **Competency Four: Uses an Organizational Pattern Appropriate to the Topic, Audience, Occasion, & Purpose** | * Main points are **missing or unclear**
* Main points are **disorganized**
* **Missing** Transitions (“signposts”) between points
 | * Main points clear but lack needed development
* Main points organization acceptable
* Missing some transitions (signposts) between main points
 | * Main points clear & well developed
* Main points organization appropriate and clear
* Transitions (“signposts”) between points clear and appropriate
 | * Main points clear & **skillfully** developed
* Strong main point organization utilized
* A variety of transitions (“signposts”) included and well delivered
 |
| **Competency Five: Uses Language Appropriate to the Audience & Occasion** | * Word choices **unclear**
* Word choices **inaccurate** and **difficult to understand**
* **Inappropriate/casual language used**
 | * Word choices somewhat clear
* Word choices accurate and somewhat easy to understand
* Most language used is appropriately formal
 | * Word choices clear
* Word choices accurate and easy to understand
* Language is appropriately formal
 | * Word choices clear
* Word choices accurate and easy to understand
* Language is appropriately formal
 |
| **Competency Six: Uses Vocal Variety in Rate, Pitch, Intensity (Volume) to Heighten & Maintain Interest Appropriate to the Audience & Occasion** | * **Does not** pause when needed
* Vocalized pauses are **frequent and distracting**
* **Rushed**
* **Does not** communicate enthusiasm **or appears disinterested**
 | * Uses **some** pauses effectively
* **Some** vocalized pauses
* **Mostly** avoids rushing, **may rush slightly**
* **Minimally or inconsistently** communicates enthusiasm
 | * Uses pauses effectively
* Avoids use of vocalized pauses
* Avoids rushing
* Communicates enthusiasm
 | * Uses pauses **skillfully**
* **Almost no** vocalized pauses
* No rushing
* **Skillfully** communicates enthusiasm
 |
| **Competency Seven: Uses Pronunciation, Grammar & Articulation Appropriate to the Audience & Occasion**  | * Significant errors in pronunciation, grammar, and articulation are frequent and distracting
 | * Some errors in pronunciation, grammar, and articulation
 | * Minimal errors in pronunciation, grammar, and articulation
 | * Almost no noticeable errors in pronunciation, grammar and articulation
 |
| **Competency Eight: Uses Physical Behaviors that Support the Verbal Message** | * Movement and/or gestures are distracting
* **Insufficient** eye contact
* Physical appearance/dress inappropriate
 | * **Mostly** avoids distracting mannerisms
* **Mostly** maintains eye contact
* Uses appropriate movement
* Physical appearance/dress somewhat appropriate
 | * Avoids distracting mannerisms
* Maintains eye contact
* Uses appropriate movement
* Physical appearance/dress appropriate
 | * Utilizes movement and/or gestures to strongly support the message
* Maintains **strong and consistent** eye contact
* Physical appearance/dress supports the speech’s purpose
 |
| **Competency Nine: Speaks (Does Not Read) from Outline**  | * **No** outline present
* Student appears to be using a manuscript or reading from notes
 | * Outline present, but **does not follow required format** and/or outline does not **adequately match** delivered speech
* Student reads too closely from notes
 | * Outline follows required format with minimal errors
* Outline mostly matches delivered speech
* Student uses required speaking notes
 | * Outline follows required format with no errors
* Outline matches delivered speech
* Student uses required speaking notes and does not appear to be reading
 |
| **Competency Ten: Speech is Sufficiently Developed and Stays Within Time Guidelines** | * Speech does not reach the required length minimum and/or is significantly underdeveloped
 | * Speech stays within the time guidelines but is not sufficiently developed
 | * Speech stays within the time guidelines and is sufficiently developed
 | * Speech stays within time guidelines and is strongly developed
 |

**Modified from NCA form and ODU rubric**