**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**