

(For more information on this **Modified Point System Grading** option, read *Oral Presentation Evaluations-Pros and Cons*)

## Speech Evaluation Criteria

The following rubric for assessing speeches is based on a 100-point scale. To translate to letter grades for subsections, use the following table as a guide.

<u>10 points</u>	<u>15 points</u>	<u>20 points</u>	<u>30 points</u>
9=A	13.5=A	18=A	27=A
8=B	12=B	16=B	24=B
7=C	10.5=C	14=C	21=C
6=D	9=D	12=D	19=A

### **For all sections:**

**(F)** = item is not evident in outline or presentation

**(D)** = an attempt has been made to include item in either outline or presentation

## **Outline and References (10 Points Possible)**

### **Purpose Statement Clear**

**(C)** = Purpose has been expressed as a statement, using a full phrase, and presents one distinct idea.

**(B)** = In addition, it has been stated such that it is relevant and adapted to the appropriate audience

**(A)** = In addition, linguistic devices have been used in presentation of purpose

### **Follows Outline Format**

**(C)** = Has a clear separation of points, points are written in full sentences, has a consistent pattern of indentation, includes written transitions, previews, summaries, and has few writing errors

**(B)** = In addition, it includes phrases that connect the parts of the speech so they flow together, the connections between ideas are logical and evidence directly supports the ideas

**(A)** = In addition, it is thorough, creative and employs a unique treatment of the topic

### **References Correct/Sufficient**

**(C)** = A minimum of four sources in APA format on the reference page, with few mistakes

**(B)** = In addition, sources cited are from credible and qualified sources

**(A)** = In addition, sources provide insightful perspective to the issue(s)

## **Introduction (20 Points Possible)**

### **Gained Attention**

**(C)** = Began with an attention getting device that prepared the audience to listen to a speech on the topic

**(B)** = In addition, it created a need to listen to the rest of the speech and flowed well into the relevance statement

**(A)** = In addition, it is creative, original, and highly motivating

### **Showed Relevance of Topic to Audience**

**(C)** = The importance of the topic is established

**(B)** = In addition, the importance of the topic is related to the audience and well integrated

**(A)** = In addition, it is of significant importance to the audience

### **Established Credibility**

(C) = Student clearly states why he or she is competent to speak on the topic

(B) = In addition, the statement is well integrated into the introduction and presents a logical argument for speaker credibility

(A) = In addition, statement is a unique and creative way of presenting a personal connection to the topic

### **Introduced Topic/Thesis Statement Clearly**

(C) = Statement is direct and leaves little or no room for confusion about topic

(B) = In addition, statement flows very well into the preview

(A) = In addition, it has been worded powerfully and in a way that demonstrates a unique approach to the topic

### **Previewed Body of Speech**

(C) = Preview fits well with the topic/thesis statement and clearly (and briefly) states exactly what each main point will be about

(B) = In addition, preview logically follows from the thesis/topic statement and flows well into the opening transition

(A) = In addition, it uses powerful and creative language tailored to the topic

## **Body (30 Points Possible)**

### **Main Points Clear**

(C) = Main points are easy to identify

(B) = In addition, main points are well integrated and each is an independent idea

(A) = In addition, main points are made exceptionally clear with the use of internal transitions and previews, as well as signposting

### **Strong Evidence and Supporting Material**

(C) = A minimum of four sources have been used for evidence and sources have been orally identified

(B) = In addition, the supporting material furthers the argument and a link between the evidence and the claims has been provided

(A) = In addition, creative language has been used to introduce evidence

### **Organization Effective**

(C) = The quantity and arrangement of the issues is appropriate to the topic

(B) = In addition, the issues are organized to meet the specific purpose of the speech

(A) = In addition, sentences are carefully constructed, have parallel structure, and include repetition of language

### **Language Precise, Clear, Powerful**

(C) = Language has been used accurately, clearly, and appropriately with heavy use of concrete and familiar words.

(B) = In addition, clutter (superfluous words) is absent from the presentation, demonstrating an economy of language use

(A) = In addition, language is used vividly, employing imagery, clear metaphors, and a smooth rhythm.

### **Transitions Effective**

(C) = Transitions are used to connect main points

(B) = In addition, transitions use full sentences and briefly state what was just talked about and what will now be talked about

(A) = In addition, transitions are references to other devices (preview, attention getter, etc.), and make use of metaphor.

### **Sources Are Well Integrated, Credible, and Cited Fully**

(C) = The author (source, if author unavailable) and date of information have been provided

(B) = In addition, the source references are placed just before the information being cited, and are relevant to the topic

(A) = In addition, sources are from a reputable source, are fully cited, and include evidence of source credibility

## **Conclusion (10 Points Possible)**

### **Audience Prepared for Conclusion**

(C) = Speaker has made a statement that suggests he/she is moving into the conclusion

(B) = In addition, the statement flows well from the body and into the review

(A) = In addition, speaker has used language to make the statement creative and unique

### **Purpose and Main Points Reviewed**

(C) = The main points have been briefly noted and no new information has been presented

(B) = In addition, links have been provided that bridge the gap between transition and review, and the review to the closing statement

(A) = In addition, it is not just a restatement of the opening preview

### **Closed Speech by Reference to Introduction/Other Devices**

(C) = One final sentence is provided after review that closes speech

(B) = In addition, a link has been provided between reference to attention getter and/or closing thought

(A) = In addition, closing thought is a quotation (or other device) related to the topic that signals the end of the speech

## **Delivery (15 Points Possible)**

### **Maintained Eye Contact**

(C) = Speaker maintained eye contact with audience for at least half the time of the speech

(B) = In addition, eye contact was purposeful, pleasant, comfortable and established with most of the audience

(A) = In addition, eye contact was maintained for almost the whole speech

### **Uses Voice, Diction and Rate for Maximum Effect**

(C) = Majority of words have been pronounced and articulated properly

(B) = In addition, vocal variety has been employed to highlight key information

(A) = In addition, voice, diction and rate demonstrate the speaker's enthusiasm and interest in the topic

### **Used Space, Movement, and Gestures for Emphasis**

(C) = Delivery had few distracting gestures, movements, or body shifting

(B) = In addition, space and movement was used to transition between points, and gestures to add emphasis

(A) = In addition, use of space, movement and gestures clearly demonstrated the speaker's enthusiasm for the topic

### **Overall Impression (15 Points Possible)**

#### **Challenging Topic**

(C) = Topic is consistent with assignment

(B) = In addition, the speech provides audience with new and relevant insight into the topic

(A) = In addition, the speech made a genuine contribution to the thinking of the audience about the topic

#### **Adapted to Audience**

(C) = An attempt was made to adapt topic to audience

(B) = In addition, several references to audience were integrated throughout presentation

(A) = In addition, a high degree of rapport was established through exceptional adaptation of topic to the specific audience

#### **Evidence of Preparation and Practice**

(C) = Speech must have been delivered extemporaneously, notes conformed to instructor requirements

(B) = In addition, speaker did not rely heavily on note cards and was clearly ready to present the speech

(A) = In addition, speaker displayed poise and confidence indicative of a well-practiced speech

#### **Maintained Time Limits**

(C) = The speech was delivered within the time limits

(B) = In addition, an appropriate balance of time was spent on each idea

(A) = In addition, the speech was fully developed within the time limits

#### **Quality and Relevance of Visual Aids**

(C) = Correct numbers of visuals were used

(B) = In addition, visuals could be seen clearly and were devoid of distractions, clutter, and a link was presented to connect visual to issue being discussed

(A) = In addition, the visuals were used to help audience understand difficult material

#### **Was Informative**

(C) = Speech was of the type assigned

(B) = In addition, information was easy to understand

(A) = In addition, speech added interesting and new information to the audience's body of knowledge