

SPC 2608
INFORMATIVE SPEECH EVALUATION FORM

Speaker _____

Section _____

Time _____

Date _____

Topic _____

Instructor _____

	EXCELLENT 3	SATISFACTORY 2	POOR 1	STUDENT SCORE
EYE CONTACT	Continuous eye contact: faces the audience and refers to notes or slides (less than once a minute), rarely turns body to screen or away from audience	Sufficient eye contact: faces the audience and refers to notes or slides (a couple of times per minute), occasionally turns body to screen or away from audience	Essentially no eye contact: rarely faces the audience refers to notes or slides continuously (glancing up only once or twice per minute), continuously turns body to screen or away from audience	
BODY LANGUAGE	Engaging body language: uses gestures (pointing with the hands) and expressions to enhance the presentation; speaker looks very comfortable and natural	Neutral body language: stands facing the audience; speaker uses body movements and hands appropriately, but may be a little stiff or nervous	Distracting body language: speaker sways, paces or fidgets so that audience is distracted from presentation; poor use of hands (hands in pockets, playing with artifacts, etc.).	
VOCAL QUALITIES	Effective vocal quality: natural delivery with vocal variety, articulation and volume; without vocal fillers, awkward pauses or mispronunciations	Appropriate vocal quality: conversational delivery with moderate vocal variety, articulation and volume; with minimal vocal fillers, awkward pauses or mispronunciations	Halting vocal quality: unclear delivery with a lack of volume, excessive rate or monotony; with vocal fillers, awkward pauses and mispronunciations	
VISUAL AIDS	Effective visual aids: easy to read, concise, professional, and relevant to presentation	Appropriate visual aids: generally readable, concise, professional and relevant to the presentation	Ineffective visual aids: difficult to read, distracting, unprofessional and/or inadequate for presentation	
ORGANIZATIONAL PATTERNS	Effective organizational pattern: includes introduction, body and conclusion; meets needs of audience; and is relevant to the situation	Somewhat effective organizational pattern: may or may not include all parts of the introduction, body and conclusion; meets needs of some members of the audience; and somewhat relevant to the situation	Ineffective organizational pattern: missing significant parts of the introduction, body, and conclusion; does not meet the need of most of the audience members; questionable relevancy to the situation	
INFORMATION LITERACY	Effectively information literacy skills: recognizes, locates, evaluates, and uses resource materials	Appropriate information literacy skills: somewhat effectively recognizes, locates, evaluates, and uses resource materials	Ineffective information literacy skills: does not recognize the need for supporting material, does not know how to locate or evaluate resources	

TOTAL _____

Total Speech Score	18-16	15-11	10-6
Evaluation	Excellent	Satisfactory	Poor

SPC 2608 Oratorical Analysis Paper

Student _____

Section _____

Instructor _____

Semester & Year _____

	EXCELLENT 3	SATISFACTORY 2	POOR 1	STUDENT SCORE
DESCRIBE	The student is able demonstrate an understanding of all four of the following: an explanation of the context of the event; an explanation of the speeches historical background; an explanation of the primary and secondary audiences of the speech; an explanation of the structure of the speech.	The student is able to demonstrate an understanding of at least three of the following: an explanation of the context of the event; an explanation of the speeches historical background; an explanation of the primary and secondary audiences of the speech; an explanation of the structure of the speech.	The student is able to demonstrate an understanding of two or fewer of the following: an explanation of the context of the event; an explanation of the speeches historical background; an explanation of the primary and secondary audiences of the speech; an explanation of the structure of the speech.	
ANALYZE	The student is able to explain at least three strategies used by the speaker to meet the needs of the audience at the event (audience analysis).	The student is able to explain at least two strategies used by the speaker to meet the needs of the audience at the event (audience analysis).	The student is able to explain only one strategy used by the speaker to meet the needs of the audience at the event (audience analysis).	
EVALUATE	The student is able to demonstrate an understanding of all three of the following: an explanation of the success of the event; what the purpose of the speech was; if the speakers' purpose was achieved.	The student is able to demonstrate an understanding of at least two of the following: an explanation of the success of the event; what the purpose of the speech was; if the speakers' purpose was achieved.	The student is able to demonstrate an understanding of only one of the following: an explanation of the success of the event; what the purpose of the speech was; if the speakers' purpose was achieved.	

TOTAL _____

Total Paper Score	9-8	7-5	4-3
Evaluation	Excellent	Satisfactory	Poor