**Criteria Used for Evaluating Speeches**

**The *average speech* (grade C) should meet the following criteria:**

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

**The *above average speech* (grade B) should meet the preceding criteria and also:**

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker’s message

**The *superior speech* (grade A) should meet all the preceding criteria and also:**

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker’s message

**The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.**

From *Instructor’s Manual, The Art of Public Speaking* by Stephen E. Lucas

Primary Trait Criteria for Presentations

## Content

**In an excellent presentation:**

Central ideas are clear and concise. Information in presentation is accurate, relevant, objective, sufficient, interesting, complete, and adapted to the audience and purpose of the presentation.

Presentation shows excellent depth of research.

Presentation is developed with imagination and creativity.

Introduction attracts the audience’s favorable attention, introduces the topic clearly, and previews the organization of the presentation.

Conclusion summarizes the speech and provides a sense of closure. It leaves the audience with an interesting and vivid final impression of the speech.

Language is appropriate, vivid, adapted to strategic goals, and employs standard usage,

Content will be recorded in a detailed outline written in proper format.

All sources will be recorded in proper format in a Works Cited List.

**In a good presentation:**

Central ideas are clear and concise. Information in presentation is accurate, clear, relevant, objective, sufficient, interesting, complete, and adapted to the purpose of the presentation. Sources of information are clearly identified.

Introduction attracts the audience’s favorable attention, introduces the topic clearly, and previews the organization of the presentation.

Conclusion summarizes the presentation and provides a sense of closure.

Language is appropriate and employs standard usage.

Content will be recorded in a detailed outline written in proper format.

All sources will be recorded in proper format in a Works Cited List.

**In a fair presentation:**

Central ideas are clear and concise. Information in presentation is accurate, clear, and objective, but may be lacking in relevancy, sufficiency, interest or variety. Information may not be adapted well to purpose of presentation. Some sources may not be identified.

Introduction introduces the topic clearly and contains some attempt to draw the audience’s attention, but it may not preview organization specifically enough.

Conclusion may summarize the presentation to some extent. It may introduce new supporting material inappropriately. It may fail to give an appropriate sense of closure.

Language is appropriate but may contain some problems in standard usage.

Content will be recorded in an outline and cited sources will be recorded in a Works Cited List; however the outline may lack detail or formats of the documentation may contain some mistakes.

**In a poor presentation:**

There are a central ideas, but they may lack clarity and focus. Information is mostly accurate, but sources may not be appropriate. Information has serious shortcomings in relevancy, clarity, and/or sufficiency. Information lacks interest and variety. Information not adapted to purpose or audience.

Introduction introduces topic, but lacks material that will draw the attention of the audience. It may not preview organization.

Conclusion makes some attempt to summarize presentation. It fails to provide sense of closure.

Language may not be appropriate to topic or speaking context. It contains a number of problems with standard usage.

Content will be recorded in an outline and cited sources will be recorded in a Works Cited List; however the outline may be severely lacking in detail or formats of the documentation may contain significant mistakes.

**In an unacceptable presentation:**

Central ideas may be missing or unfocused. Information may be inaccurate, unclear, irrelevant to the main points, insufficient, or missing. Sources may be inappropriate.

Introduction does not introduce topic clearly. It lacks material to establish attention. It does not preview speech organization.

Language may not be appropriate to topic or speaking context. It contains a number of problems with standard usage.

Content outline and Works Cited List may be missing entirely or recorded in an outline or Works Cited List that does not follow formats in any way.

## Organization

**In an excellent presentation:**

Organization is appropriate to purpose. It is clear and focused. Presentation has a clear introduction, body, and conclusion. Main points are clear and balanced. Important information is emphasized. Supporting information is organized strategically to accomplish purpose. Transitions are used effectively and the audience is able to follow organization clearly at all points of presentation.

**In a good presentation:**

Organization is appropriate to purpose. It is clear and focused. Presentation has a clear introduction, body, and conclusion. Main points are clear and balanced. Supporting material is clearly organized. Transitions are used effectively.

**In a fair presentation:**

Organization is appropriate to purpose. It is clear and focused. Presentation has a clear introduction, body, and conclusion. Main points may be unclear or unbalanced. Supporting material may not be organized clearly. Transitions are used, but may not be used effectively.

**In a poor presentation:**

Organization is appropriate to purpose. It may lack clarity or focus. Presentation has a clear introduction, body, and conclusion. Main points may be inappropriate, unclear, or unbalanced. Supporting material shows lack of intentional organization. Transitions are missing or badly used.

**In an unacceptable presentation:**

Presentation seems seriously lacking in intentional organization. Purpose and central idea are unclear. Presentation is not divided into introduction, body, and conclusion. Main points are unclear or inappropriate. Supporting material shows lack of intentional organization. Transitions are missing or badly used.

**Style and Delivery**

**In an excellent presentation:**

Presentation integrates verbal and nonverbal communication skills in a polished way to strengthen the impact of the message. It is delivered with lively energy directed at communicating dynamically with the audience. Eye contact is very strong. Voice and body do not distract from message. If present, visual aids are used effectively and strategically. Speaker is in control of material. Delivery style is direct, fluent, and conversational.

**In a good presentation:**

Voice and body do not detract from message. Eye contact is good. If present, visual aids are used effectively. Speaker is in control of material. Delivery style is direct, fluent, and conversational.

**In a fair presentation:**

Voice or body may detract somewhat from message. Eye contact may not be frequent enough. If present, visual aids may not be used effectively. Speaker lacks sufficient control of material. Delivery style may be indirect or choppy.

**In a poor presentation:**

Voice and body detract from message. Eye contact is absent or seriously insufficient. If present, visual aids are not used effectively. Speaker lacks control of material. Delivery style may be halting or indirect.

**In an unacceptable presentation:**

Voice and body detract from message. Eye contact is absent or seriously insufficient. If present, visual aids are not used effectively. Speaker lacks control of material. Delivery style may be halting or indirect.

CRITERIA FOR EVALUATING SPEECHES

To receive a C on your presentation, you must meet the following criteria:

1. The presentation must be original.
2. The presentation must be appropriate to the assignment.
3. The presentation must be sufficiently focused and appropriate for the audience.
4. The presentation must be presented on the assigned day.
5. The presentation should have a clear purpose and central idea.
6. The presentation should have an identifiable introduction, body, and conclusion.
7. Main ideas should be supported.
8. The presentation should have an identifiable organization.
9. The presentation should satisfy any other specific requirements (outlines, works cited lists, visual aids, etc.).
10. You should use language correctly.
11. You should be able to use your body and voice with some facility,

To receive a B on the presentation, you must meet the following criteria:

1. Satisfy all requirements for a C speech.
2. Select a topic of some importance and adapt it appropriately to your audience.
3. Reflect a greater depth of research.
4. Clearly identify sources of information and ideas.
5. Support main points with evidence that meets the test of accuracy, relevance, objectivity, and sufficiency.
6. Create and sustain attention throughout the speech.
7. Display clear organization of main points and supporting materials.
8. Make effective use of transitions.
9. Use good oral style.
10. Use your voice and body so as not to distract attention from your message.

To receive an A on the speech, you must meet the following criteria:

1. Satisfy all requirements for a B speech.
2. Demonstrate imagination and creativity in topic selection and development.
3. Consistently adapt information and supporting material to your audience.
4. Reflect an even greater depth of research.
5. Demonstrate artful and strategic use of language and stylistic techniques.
6. Make a polished presentation that artfully integrates verbal and nonverbal communication skills to strengthen the impact of your message.

A D or an F speech is seriously deficient in the criteria required for the C speech.

**Criteria for Excellent Speeches**

**Content**

Topic is worthwhile and appropriate to assignment. Central idea is clear and concise. Developing materials are accurate, relevant, objective, sufficient, interesting, complete, and adapted to the audience and purpose of the presentation. Sources of information are clearly identified during delivery.

Presentation shows excellent depth of research.

Presentation is developed with imagination and creativity.

Introduction attracts the audience’s favorable attention, introduces the topic clearly, establishes the speaker’s credibility, and previews the organization of the presentation.

Conclusion reinforces the specific purpose of the speech and provides a sense of closure. It leaves the audience with an interesting and vivid final impression of the speech.

Language is appropriate, vivid, adapted to strategic goals, and employs standard English usage.

Content will be recorded in a detailed outline written in proper format.

All cited sources will be recorded in proper format in a Works Cited List.

**Organization**

Organization is appropriate to purpose. Purpose and central idea are clear and focused. Speech has a clear introduction, body, and conclusion. Main points are clear and balanced. Important information is emphasized. Supporting information is organized strategically to accomplish purpose. Transitions are used effectively, and the audience is able to follow organization clearly at all points of speech.

**Style and Delivery**

Presentation integrates verbal and nonverbal communication skills in a polished way to strengthen the impact of the message. It is delivered with lively energy directed at communicating dynamically and engaging directly with the audience. Eye contact is very strong. Voice and body do not distract from message. If present, visual aids are used effectively and strategically. Speaker is in control of material. Delivery style is direct, fluent, and conversational.

*[I will often take the critique sheet that I will hand back to the students and add evaluation criteria to each category. I pass out this annotated critique along with the assignment.]*

**Fantasy in Children’s Literature and Film**

**Presentation Critique**

Speaker: Time: Grade:

Scale: 5 4 3 2 1

 Excellent Good Average Fair Poor

 Comments:

1. **Presentation Content 25%**

 A. **Introduction**

**[In excellent presentations, the introduction gains and holds the audience’s attention and previews the main points and organization of the material explicitly.]**

 Gained attention and interest

 Previewed the body of the presentation

 B. **Body**

**[In excellent presentations, the central ideas are clear and concise, information is accurate, relevant, objective, sufficient, interesting, complete, and appropriate to the audience and situation. These presentations have very good depth of research and sources are cited orally.]**

 Main points (appropriate, balanced, etc.)

 Supporting/developing material (research, citation, etc.)

 C. **Conclusion**

**[In excellent presentations, the conclusion reinforces central ideas and provides a sense of closure. It leaves the audience with a memorable final impression of the material.]**

 Reinforced central ideas

 Provided good sense of closure

II. **Organization and Style 20%**

**[In excellent presentations, the language used is understandable, interesting, and clear. It employs standard English usage. The organization is clear, focused, and easy to follow during delivery. There is a clear introduction, body, and conclusion. Important information is emphasized so that the audience recognizes its importance.]**

 Pronunciation/articulation accurate and understandable

 Presentation clear and easy to follow (in main points and in supporting material)

 Important information emphasized

 Maintained audience interest and attention

 Use of vivid and appropriate language

III. **Discussion 20%**

**[In excellent presentations, discussion is a true interaction between presenter and audience. The presenter engages the audience with questions which emphasize important issues in the text to be discussed. At its best, good discussion brings out insights and understandings of those issues that the neither the audience nor the presenter might have arrived at independently.]**

 Engaged the audience

 Showed mastery of material to be discussed

 Elicited new insights and understanding

IV. **Delivery 20%**

**[Excellent presentations integrate both verbal and nonverbal behavior in a fluent and effective combination. They are delivered with lively energy directed at communicating dynamically with the audience. Eye contact is strong and frequent. The audience is able to hear and see the presenter clearly. Neither the voice nor body of the presenter distract in any way from his or her message. If present, visual aids are used effectively, do not detract from the message, and are relevant to the issues discussed. The speaker is in constant control of the material and knows it well. The delivery style is direct and conversational.]**

 Energy level

 Eye contact

 General vocal delivery

 General physical delivery

 Control

 Conversational style

 Effective use of visual aid

V. **Written Material 15%**

 **[A properly cited outline, appropriate Works Cited list, and list of planned discussion**

**questions must be submitted for evaluation. If any one of these is not submitted, the grade on the presentation will automatically revert to a zero. If a PowerPoint presentation is used, copies of the slides must also be submitted.**

**Outlines, Works Cited lists, and lists of discussion questions not submitted at the beginning of your class presentation will result in an automatic 10 point deduction from your presentation grade. An additional 10 points per day will be deducted until material is handed in.]**

 Outline

 Works Cited List

  Discussion Questions

 PowerPoint Slides

**Oral Communication Rubric – Roanoke College, January 2010**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TRAITS** | **Below Basic** | **Basic** | **Proficient** | **Advanced** |
| *Purpose and Focus* | Communication does not meet the assignment. It lacks an awareness of purpose and central idea.  | Communication meets the assignment, but the focus is too broad, weak, or unclear. | Communication meets the assignment. Central idea is clear and represents adequate understanding of purpose of the communication. | Communication meets the assignment. Central idea is clear and reflects nuanced awareness of and relationship to purpose of communication. |
| *Development* | Development is uncritical, illogical, superficial, or simplistic. | Development is logical in some places but faulty or simplistic in others. Development lacks awareness of audience. | Development is logical and consistent throughout. Still may be lacking strategic adaptation to audience. | Development is clear and logical. It offers original and interesting insights into the topic. Development holds the attention of the audience and is strategically adapted to audience and purpose. |
| *Supporting Materials* |  Little to no concrete supporting materials or materials may be irrelevant to central idea and purpose. | Some material but not enough to support purpose of communication in a unified way. Material may be inaccurate, irrelevant, or inappropriate for the purpose of the communication or for audience. | Material is accurate, well documented, and relevant, providing adequate support for the purpose of the communication. | Material is interesting, engaging, relevant, accurate, well integrated, and well documented. It provides ample support for the purpose of the communication and is strategically appropriate for audience.  |
| *Organization* | Lacks a sense of overall structure; no clear introduction, body, and conclusion. Segments lack logic, clarity, and exclusivity. Lacks transitional words, phrases, and sentences between or within paragraphs.  | Contains an overall sense of beginning, middle, and end, but segment sequence may be confusing or lacking in exclusivity. The order, balance, or clarity of developing material is inconsistent. Little or inappropriate use of transitions. | Obvious structure and arrangement of ideas. Transitions present, but may be not be adequate to clearly signal a position in the organization to the audience. Organization chosen may not be the most effective for audience. | Rational, sensible, and deliberate structure that enhances and clarifies meaning. Easy for audience to grasp all relationships among ideas. Transitions used effectively.Organization is strategically appropriate for audience and purpose. |
| *Style and Delivery* | Voice and body seriously detract from message. Eye contact is absent or seriously insufficient. If present, visual aids are not used effectively. Speaker lacks control of material. Delivery style may be halting or indirect. | Voice and body detract from message. Eye contact is sporadic. If present, visual aids are not used effectively. Speaker lacks control of material. Delivery style may be halting or indirect. | Voice and body don’t detract seriously from message. Eye contact is adequate to establish communication. If present, visual aids are used adequately. Speaker has enough control of material to prevent choppy delivery. | Integrates verbal and nonverbal communication skills in a polished way. Delivered with fluency, lively energy, and engagement. It holds the attention of the audience throughout presentation. Eye contact is very strong. Voice and body reinforce message. If present, visual aids are used effectively. Speaker is in complete control of material.  |