Speech Part 3 - Delivery Scoring Guide [Total Score= \_\_\_\_\_\_ out of 60 pts]

Speaker’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Speech Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Speech Duration: \_\_\_\_\_\_\_\_

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| ***Criteria for Evaluating Speech***  | ***Rating***  | ***Detailed Explanation of Ratings***  |
| **ORGANIZATION: [0 - 10 points]** |  |  |
|  Attention-getter captures audience interest and leads appropriately into thesis |  |
|  Thesis is clearly indicated; Thesis clarifies a single meaningful central theme |  |
|  Preview lists main points as key words only |  |
|  Transitions signpost movement between main points |  |
|  Main points are logically organized; each point relates back to thesis |  |
|  Conclusion ties back to thesis, summarizes main points, ends w/ memorable message |  |
| **ETHOS AND REFERENCES: [0-10 points]** |  |  |
|  Speaker demonstrates expertise in this topic |  |
|  Information is accurate and is adapted to interests & knowledge of THIS audience |  |
|  3 or more expert references cited out loud within speech body  |  |
|  References clearly linked in speech body to the information they represent |  |
|  References are of academic quality |  |
|  Works Cited lists at least 3 references, arranged alphabetically, in APA or MLA format |  |
| **SUPPORTING MATERIAL: [0-20 points]** |  |  |
|  Narrow focus (post-hole speech); content goes beyond common knowledge |  |
|  Speech is intellectually stimulating (audience learns something useful)  |  |
|  Variety of types of supporting material are used (definition; facts; statistics; research studies; examples; quotes; comparisons; mini-stories; demonstrations; word pictures)  |  |
|  Speaker interprets material to make it meaningful for this specific audience  |  |
| **DELIVERY: [ 0–10 points]** |  |  |
|  Speech adheres to time limit |  |
|  Eye contact (90%; all audience members); extemporaneous style (not reading ) |  |
|  Oral speaking style (personal pronouns; contractions; non-complex sentences; personalized interjections; conversational tone) |  |
|  Vocal & facial variety; energy; enthusiasm |  |
|  Fluency; pronunciation; articulation; grammar; free from “fillers” or “teen talk” |  |
|  Non-distracting gestures; stance; body movement |  |
|  Attire is professional (or appropriate for topic) |  |
| **REVISED VERSION OF POWER POINT:**  **[ 0 – 5 points]** |  |  |
|  Follows progression of speech (title slide; preview; 1 slide per main point; conclusion) |  |
|  Can be easily read (spacious; large font; 7x7 rule) |  |
|  Consistent color, theme, and font throughout |  |
|  Correct grammar, spelling; punctuation |  |
|  Slides displayed so all can see; speaker looks at audience, not at slides |  |
| **REVISED VERSION OF SPEECH OUTLINE: [ 0 – 5 points]**  |  |  |
|  Speaking notes typed on 8.5 x 11 paper |  |
|  Speaking notes arranged in outline format using key words (PHRASES, not sentences) |  |
|  Introduction shows clear thesis and preview |  |
|  Transitions lead from one main point to the next |  |

**EVALUATION SCALE: Rate each criterion within topic areas using +, √, -, or 0. Enter a numeric score for each uppercase topic.**

**+ = EXCEEDS EXPECTATIONS; √ = MEETS EXPECTATIONS; - = NEEDS IMPROVEMENT 0= DOES NOT MEET EXPECTATIONS**