



Speech Evaluation Guidelines
Produced by the Tompkins County 4-H Public Presentations Committee
-Over-



| Delivery | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------|---|--|--|---|--|
| Introduction | No introduction. | Abrupt, unclear or insufficient introduction. | General and adequate introduction, introduces topic to audience. | Grabs audience attention and interest, clear thesis statement; explains topic | Exceptional introductory statement, clear and concise thesis statement, ;related subject to audience, states main points of speech clearly with specific transition statements |
| Gestures | No use of appropriate gestures | Minimal use of appropriate gestures | Hand and body movements appropriate to content. | Good use of gestures; normal, spontaneous and natural. | Excellent use of gestures; normal and spontaneous, enhances specific points and transitions. |
| Conveys tone/mood | Does not convey mood or tone. | Minimal conveyance of tone of mood | Uses voice to convey mood. | Enhanced use of dramatic voice and tone; pulls audience. | Excellent. Message is reinforced by voice. Persuasively engages audience; energy and emotion conveyed. |
| Smoothness/flow | Halting or abrupt transitions, lengthy pauses. | Choppy, with some pauses. | Smooth transitions, appropriate pace and pauses. | Fluid delivery uses pauses effectively. | Exceptional, fluid and natural. Smooth transitions, excellent use of pauses, well paced. |
| Articulation | Many mispronounced words. Lacks clear enunciation throughout piece. | Occasional mispronounced words. Some unclear words. | Words generally pronounced clearly and correctly throughout piece; inflection appropriate. | Excellent articulation - enunciates complex words clearly. | Outstanding enunciation and pronunciation throughout piece. Excellent inflection and fluency in delivery. |
| Appropriate length | Consider the Subject matter: Does the presentation adequately cover the topic in the time allotted? Could this presentation have used more time or less time? Scoring 1-4 based proportionately on effective use of time. | | | | Presenter uses adequate amount of time in proportion to subject matter. Not to exceed 15 minutes |
| Gets point across (content/message) | Audience gets no clear understanding of presentation; lots of rambling or confusion | Some rambling or filler or squeezing in too much info or lacking some info | Information presented in an effective manner. Clear conveyance of speech thesis | Clear thesis emphasized and highlighted throughout speech | Outstanding ability to convey clear thesis emphasized and highlighted throughout speech |
| Proper equipment (note cards) | Reads speech. | Relys on text to support presentation. | Refers to notes for quotes, facts, and transitions. | Minimal use of cards as cues. | Amazing, very natural. |
| Conclusion | No concluding statement; abrupt ending. | simple closing statement; no conclusion. | Simple concluding statement. | Prepared audience for ending; clear concluding statement. | Prepared audience for ending; reinforced central idea; clear ending with sense of completion. |



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Cornell University
Cooperative Extension

| Subject | 1 | 2 | 3 | 4 | 5 |
|---|--|--|--|---|--|
| Appropriate for Age and experience | Overly simple or too complex for age and experience | Somewhat suited to speaker's age and or experience | Well suited to age and experience of speaker | Challenges presenter, well executed | Challenges presenter superior execution |
| Presentation Stimulates Audience Interest | Lacks audience appeal | Some interest generated | Presentation engages audience and generates interest. | Presentation engages audience and maintains interest throughout. | Presentation has broad appeal and stimulates interest throughout. |
| Appropriate understanding of subject | Lack clarity in understanding of subject | Conveys some understanding of subject | Clear evidence of understanding throughout presentation. | Exhibits excellent grasp of information, adds opinion, handles questions. | Superior grasp of information and explanation of complexities. Deftly handles questions |
| One main theme; logically organized | No logical sequence; random jumping around; irrelevant information | Some areas of disorder and confusion | Info pertains directly to topic; logical order; easy to understand | Interesting or creative organization of info | Excellent organization, clear yet concise, fully support opinions with facts. |
| Content: Documented and Researched | No main points given; no credible sources; rambling statements. | Main points vague; stated facts without citing sources; facts do not support thesis. | Main points clear, appropriate use of facts to support position, sources cited. | Main points clear; points well supported; sources cited; logical presentation of points and counter points; as appropriate. | Main points clear; points fully supported and validated with research; sources clearly cited; logical and well-reasoned presentation of points; presents counter viewpoints clearly; effective use of narratives and examples to support thesis. |
| Presenter | 1 | 2 | 3 | 4 | 5 |
| Appearance | Not applicable | Inappropriate dress for public presentation. | Some aspects of presentation appearance within the personal control of the presenter could be improved upon (ie dirty hands, unkempt hair) | Neat, clean, appropriate attire for public speaking. | Extra though and effort given to appearance or dress may subtly reflect mood of recitation. |
| Eye Contact | Does not establish eye contact | Occasional eye contact | Establishes eye contact with one or two persons in audience. May gaze over audience | Established eye contact with entire audience | Excellent use of eye contact. Establishes and maintains effective eye contact throughout presentation with entire audience |
| Voice volume & rate | Voice too soft, barely audible, Rate too fast or too slow | Voice not clear, inconsistent rate, voice drops off | Voice clear, generally consistent rate projects well, does not drop off | Voice clear, distinct, projects well with appropriate volume and rate | Voice clear, distinct, projects and modulates and tone and rate to enhance specific points. |
| Posture | Slouching posture. | Leans on podium; does not stand straight, or appears stiff. | Stands straight and erect, remains behind podium (uses appropriately, but not as support) | Stands erect; uses podium only for notes; moves away from podium occasionally. | Stands erect; uses podium only for notes; moves away from podium to make points, Confident natural body language |
| Poise | Appears nervous; extremely uneasy. Some fidgeting mannerisms | Appears somewhat uneasy or nervous Some fidgeting mannerisms | Appears generally calm and relaxed in front of audience, no fidgeting | Appears calm, relaxed; conveys confidence and is comfortable in front of audience | Appears calm, relaxed, personable; engages audience with confident demeanor; and is comfortable. |
| Enthusiasm | Presenter lacks enthusiasm | Some enthusiasm shown; needs more | Presenter conveys personal interest and enthusiasm for piece | Clear enthusiasm shown throughout piece | Infectious enthusiasm in piece. |