**Student Evaluation**

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| --- | --- | --- |
| **Judge** |  | **Participant** |
| **Time** |  | **Category** |
| **Title of speech**  |  |

# Presentation

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak**1-2-3 Points | **Satisfactory**4-5-6 Points | **Very Good**7-8 Points | **Exceptional**9-10 Points |
| Little use of facial expressions/body language | Use of facial expressions/body language but at times, distracts audience attention | Appropriate facial expressions/body language used most of the time | Appropriate facial expressions/body language used at all times |
| Delivery does not generate interest | The delivery generates some interest | Delivery generates enthusiasm and interest | Delivery generates strong enthusiasm and interest |
| Minimal eye contact | Eye contact made intermittently | Eye contact made most of the time | Consistent use of eye contact |
| Speech not well memorized | Speech somewhat memorized | Speech memorized | Speech memorized |
| Obvious trouble recovering from mistakes | Some trouble recovering from few mistakes | No apparent trouble recovering from a few mistakes | No mistakes are made during the delivery |

* Posture
* Body language
* Eye contact
* Memorization

Score: /10

# Vocal Expression

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak**1-2-3 Points | **Satisfactory**4-5-6 Points | **Very Good**7-8 Points | **Exceptional**9-10 Points |
| Speaker incorrectly pronounces many terms and often searches for words resulting in poor flow | Speaker does not always speak clearly and distinctively and occasionally searches for correct terms | Speaks clearly and distinctively most of the time with no apparent hesitation | Speaks clearly and distinctively at all times with native- like fluency |
| Pitch rarely used to convey emotion | Pitch used a few times to convey emotion | Pitch often used to convey emotion | Pitch consistently used to convey emotion |
| Volume too low or too loud | Volume uneven | Volume appropriate and adds emphasis/ interest | Volume always appropriate and varies to add emphasis/interest |
| Pauses not used or too long or at inappropriate places | Pauses are used at times but are not effective | Pauses are used and at times improve dramatic impact | Pauses used often to improve dramatic impact |

* Pronunciation
* Articulation
* Fluency
* Pitch
* Audibility
* Rate/Pauses

# Coherence of Speech

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak**1-2-3 Points | **Satisfactory**4-5-6 Points | **Very Good**7-8 Points | **Exceptional**9-10 Points |
| Speech is lacking in organization | Speech is somewhat organized | Speech is organized | Speech is extremely well organized |
| Sequence of information is not clear, no apparent order | At times the listener has to make assumptions about the sequence or relationship of ideas | Relevant information is mostly presented in a logical sequence | Relevant information presented in a logical sequence at all times |
| Minimal understanding of the topic | Good understanding of some parts of the topic | Good understanding of the topic | Full understanding of the topic |
| Ideas are loosely connected lacking clear transition | Speech flows well using some points of transitions | Speech flows well using good transitions | Speech flows very well using smooth transitions |
| Very few points are made in a creative way | Some points are made in a creative way | Many points are made in a creative way | Most points are made in a creative way |

* Organization
* Sequence of content
* Relevance of ideas
* Relationships of ideas
* Creativity

Score: /10

## Language

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak**1-2-3 Points | **Satisfactory**4-5-6 Points | **Very Good**7-8 Points | **Exceptional**9-10 Points |
| Uses basic vocabulary throughout the speech | Uses basic vocabulary in parts of the speech | Uses at times clear, concise, descriptive language | Uses throughout the speech, a variety of clear, concise and descriptive language |
| Makes many grammatical mistakes which obscure meaning | Occasionally makes grammatical mistakes which obscure meaning | Makes grammatical errors at timesbut they do not interfere with the context | The speaker makes no grammatical errors |
| Simple structures are used | Simple structures are used in parts of the speech | Uses a variety of structures with occasional errors | Accurately uses a variety of structures |

* Vocabulary
* Grammar
* Structure

Score: /10

## Formulation of Answers

|  |  |  |  |
| --- | --- | --- | --- |
| **Weak**1-2-3 Points | **Satisfactory**4-5-6 Points | **Very Good**7-8 Points | **Exceptional**9-10 Points |
| Great difficulty or cannot answer the questions appropriately | Is able to answer the questions in a rudimentary fashion | Answers with ease but fails to elaborate | Answers with ease and provides extensive yet appropriate explanation |
| Answers but requires repetition and/or clarification |

Score: /10

## Penalty (see rules) and Comments