**Evaluation Form for Abbreviated Original Oratory Presentation**

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Speaking Date \_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_ (4-6) Under or overtime will cost 3 pt. per 10 sec. or part of 10 sec.; stopped at 7:00.

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**Organizational Structure & Citing Sources** (50 points) (Checkmark will indicate the item was presented)

\_\_\_\_\_\_\_\_\_\_\_\_ Attention Getter (3) \_\_\_\_\_\_\_\_\_\_\_\_ Transition/Move (2)

\_\_\_\_\_\_\_\_\_\_\_\_ Thesis (3) \_\_\_\_\_\_\_\_\_\_\_\_ Restate 1st point (2)

\_\_\_\_\_\_\_\_\_\_\_\_ Justification (2) \_\_\_\_\_\_\_\_\_\_\_\_ Transition/Move (2) \_\_\_\_\_\_\_\_\_\_\_\_ Summarize points (2)

\_\_\_\_\_\_\_\_\_\_\_\_ Credibility (3) \_\_\_\_\_\_\_\_\_\_\_\_ Restate 2nd point (2) \_\_\_\_\_\_\_\_\_\_\_\_ Refer back to AG (2)

\_\_\_\_\_\_\_\_\_\_\_\_ Preview points (2) \_\_\_\_\_\_\_\_\_\_\_\_ Transition/Move (2) \_\_\_\_\_\_\_\_\_\_\_\_ Call for Action (3)

Cited Source #1 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cited Source #2 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cited Source #3 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cited Source #4 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cited Source #5 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cited Source #5 (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Used a Definition (2) \_\_\_\_\_ Used an Example (2) \_\_\_\_\_ Used a Statistic (2) \_\_\_\_\_ Used Expert Testimony (2) \_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_ Score**

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**Quality and Effectiveness** (60 points)

**Area to Improve Area of Strength**

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0 2 4 6 8 10

To what degree was the introduction interesting and appropriate?

Attention Getter appropriate and interesting

Thesis clearly stated

Justification clearly given

Credibility established

Previewed points: signposted and simply worded

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To what degree was the problem clearly defined?

Identified the problem? Explained why it’s a problem?

What are the causes of the problem? Explained the seriousness of the problem?

Who is affected? How will the audience be affected?

Anticipated audience objections? What are potential negative consequences if no change occurs?

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To what degree was the solution credible and persuasive?

Clearly identified a possible solution? Clearly explained the possible solution?

Explained how the possible solution removes or corrects the causes? Explained the benefits of the possible solution?

Explained how the possible solution could be implemented? Explained how solution will be funded?

Anticipated audience objections?

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To what degree were the sources credible and persuasive?

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To what degree did the conclusion leave a strong final impression?

Summarized main points quickly but clearly

Referred back to the Attention Getter

Ended with a Call for Action

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0 2 4 6 8 10

How would you describe the general **persuasiveness** of the presentation?

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**\_\_\_\_\_\_\_\_\_\_ Score**

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**Delivery** (120 points) **Area to Improve** **Area of Strength**

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**Approach:**  0 2 4 6 8 10

Did the student approach with confidence, smile, & make eye-contact with everyone before beginning to speak?

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**Eye Contact:** 0 2 4 6 8 10

Did the student have eye contact distributed equally with the entire audience?

Looked at notes too much Seldom had to look at notes

Focused only on certain people Looked around the entire room

Need to look at the extreme sides of the room Looked at the people on the extremes!

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**Posture:** 00 2 4 6 8 10

Did the student stand up straight & keep weight balanced evenly on both feet without locking knees?

Swaying, leaning to one side Stood up straight!

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**Gestures:** 0 2 4 6 8 10

Did the student use effective gestures that were big and above the waist?

Clasped hands together or behind back Very natural gesturing

Played with fingers or jewelry Definite, energetic gesturing

Held an arm, crossed arms Able to keep hands relaxed to sides when not gesturing

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**Facial** 0 2 4 6 8 10

**Expressions:** Did the student use appropriate, animated facial expressions?

Smile! Great smile!

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**Volume:** 0 2 4 6 8 10

Did the student use appropriate volume so everyone in the room could easily hear?

Louder! Easily heard

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**Articulation:** 0 2 4 6 8 10

Did the student use clear articulation and pronounce words correctly?

Dropping “g” off “ing” words Hit word endings nicely

Articulate word endings to prevent running words together No slurring

Because instead of becuz

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**Vocal** 0 2 4 6 8 10

**Expression:** Did the student use variety in rate, pitch, & volume plus have good vocal quality?

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**Composure:** 0 2 4 6 8 10

Did the student appear to be confident by displaying fluency, vocal confidence, & controlled body?

Vocalized Pauses No vocalized pauses!

Fidgeting with hair, clothing, jewelry, fingers Looked very relaxed

Stepping around nervously Looked in control

Breathe deep! Great breathing

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**Energy &** 0 2 4 6 8 10

**Enthusiasm:** Did the student present a positive energized image with pizzazz?!

Energize! Wow!

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**Extemporaneous** 0 2 4 6 8 10

**Style of Delivery:** Did the student maintain eye contact 90% of the time & look prepared yet still spontaneous?

Relied on notes too much Only used notes occasionally

Seemed memorized Very natural speaking style

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**Exit:** 0 2 4 6 8 10

Did the student hold the last moment, pause, make eye contact one last time with everyone, then exit with confidence?

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**Grading Values**

\_\_\_\_\_\_\_\_ of 100 points for Typed Full Speech

\_\_\_\_\_\_\_\_ of 50 points for Organizational Structure and Citing Sources

\_\_\_\_\_\_\_\_ of 60 points for Quality and Effectiveness

**\_\_\_\_\_\_\_\_** of 120 points for Delivery

\_\_\_\_\_\_\_\_ Undertime or Overtime Penalty

***\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_ Total Points Possible (345)***