**Oral Interpretation Evaluation**

Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Speaker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title/s of Work/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Weak (1)** |
| **Preparation** | Student is well prepared and it is obvious that he/she has rehearsed thoroughly. | Student is well prepared, but the presentation requires a few more rehearsals. May stumble once or twice. | Some rehearsal evident, but multiple stumbles greatly interfere with communication and audience connection. | Student is obviously unprepared for the task. Little to no evidence of any practice. |
| **Visual**  **Expression:  Face & Body** | Clearly uses facial expressions, gestures, and body stance to add emphasis and to enhance the work’s meaning and tone; audience clearly engages and responds. | Uses face and body to express most of emotional content of the work and communicate it to the audience. Gesturing is natural. | Misses multiple opportunities to communicate meaning and appeal to the audience on an emotional level through facial expression and gesturing. | Little to no expression throughout delivery; any gestures may seem mechanical/unnatural; clearly does not impact the audience. |
| **Voice Inflection: Use of Pitch & Volume** | Clearly uses inflection and varies pitch and tone modulation to emphasize words or phrases to enhance meaning and reflect effectively the purpose and tone of the work.  Uses volume purposefully to further communicate nuances of meaning and tone. | Uses some inflection for emphasis. Some minor lapses in pitch, tone and volume may not appropriately convey meaning. More vocal emphasis is needed to communicate effectively nuances of meaning.  Appropriate level of volume. | Uses very little inflection or uses it ineffectively. Lacks enhancement of phrases to effectively communicate meaning.  Volume may be spotty and often too low. | Inflection not used intentionally; no clear vocal emphasis throughout delivery; may even be monotone.  Volume too low; audience has difficulty hearing and following. |
| **Voice Articulation &**  **Clarity** | Speaks clearly, distinctly, and purposefully. Enunciates carefully, and pronounces all words correctly. | Speaks clearly but may miss a few opportunities to clarify meaning through correct articulation. | Speaks somewhat clearly but is, at times, indistinct (may relate to volume and/or speed). May have pronunciation issues. | Does not speak clearly; words are mushy (unable to be differentiated) and may be mispronounced; clearly has not rehearsed articulation. |
| **Eye Contact & Connection** | The student makes eye contact with the entire audience, fully connecting with them and engaging them in the work. | The student makes some eye contact with the audience and may focus on one area over another, resulting in lack of full audience connection. | Makes little eye contact with the audience and rarely connects with them to communicate visually the meaning and tone of the work. | Eyes buried in text; no connection with audience; no enhancement of meaning or effective communication of the message of the work. |
| **Pacing** | Purposefully practiced delivery, using pauses and variations of pacing to communicate meaning and tone most effectively. Also uses pacing to establish mood. | Mostly good pacing; may have missed opportunities to use pauses and variation to enhance meaning. | Pacing uneven and may appear haphazard or ill-rehearsed; may also appear mechanical. | Pacing way too fast or slow; audience distracted and disconnected. |
|  | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Weak (1)** |
| **Introduction** | Introduction is carefully written to prepare the audience to receive the message of the work/s. Clearly sets the stage and gives the reader a context (thoroughly plows the soil before dropping the seeds into it).  Speaker delivers introduction as part of the performance, using voice, face, and body to communicate meaning. | Introduction is well-written; sets the stage for the audience to place the work they are about to hear in context; helps prepare the audience to connect to the work from the start.  Speaker’s delivery may not use all opportunities to communicate as part of the performance; may seem a separate entity. | Introduction does not effectively establish a context for the work/s to help engage the audience; may seem ill-prepared, possibly thrown together at last minute.  Speaker’s delivery may show little preparation to make the introduction part of the performance. | No introduction or one that is inadequate, failing to give the audience any context to enhance their understanding of the work/s they are about to hear.  Clearly not rehearsed or part of the overall performance. |