**Speech Recitation Evaluation**

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

Title/Topic/Occasion of Speech: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Weak (1)** |
| **Preparation** | Student is well prepared and it is obvious that he/she rehearsed thoroughly. | Student is well prepared, but the presentation requires a few more rehearsals. A couple of lapses in memory. | Some rehearsal evident, but multiple lapses with memorization greatly interfere with communication and audience connection. | Student is obviously unprepared for the task. Little to no evidence of any practice. |
| **Visual**  **Expression** | Clearly uses face and body stance and gestures to enhance the message’s meaning, emphasize points, and achieve purpose; audience clearly listens and responds. | Uses face and body to express most of emotional content of the speech and communicate it to the audience | Only uses face and body some of the time to communicate meaning and appeal to the audience on an emotional level. | Rarely cracks a facial expression throughout speech; clearly does not communicate, connect with, or impact the audience with import of speech’s message. |
| **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 speech.  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 speech; may even be monotone.  Volume too low; audience has difficulty hearing and following. |
| **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). Mispronounced words miscommunicate and make a poor impression. | 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 speech. | 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 purpose of the speech. | No eye contact; no connection with audience; no enhancement of meaning or effective communication of the import of the speech. |
| **Pacing** | Purposefully paced speech, using pauses and pacing to communicate meaning, purpose, and tone most effectively. | Mostly good pacing; may have missed opportunities to use pacing of delivery to enhance meaning. | Pacing uneven and may appear haphazard or ill-rehearsed. | Pacing way too fast or (rarely) slow; audience distracted and disconnected. |