

Student: \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>Evidence of Purpose</b>	<b>Score</b> 5- Exceptional 4- Strong 3- Acceptable 2 -Weak 1 - Poor				
Explained Terminology					
Identified hazards using various resources					
Spelling/Grammar					
Signature					
Total Score:					

Comments: (You may explain reasons for low scores in this section if necessary)

Purpose	Exceptional	Strong	Acceptable	Weak	Poor
Thesis	The thesis is stated clearly, concisely, and with distinction.	The thesis or main point is clearly stated.	There is a thesis or main point, but it could be more clearly stated	The thesis or main point is vague.	There is no identifiable thesis or main point.
Content	Wording of the speech is vivid and provides clarity of purpose. Content is well organized and appeals to audience in a creative, interesting or intellectual manner.	Content is organized and worded effectively.  Word choice provides clarity and vividness.	Message is fairly well organized.  Message may include some unnecessary information and may be lacking some minor details but overall, the message is clear to the audience.	Organization of information is difficult to discern. Content is vague and although it supports the thesis in part, information is lacking. Wording lacks clarity.	Message is incomplete or poorly constructed.  Supporting information is illogical  Wording is inappropriate.
Ethical presentation of information	Information is presented in an ethical manner. (Ex: Outside sources are verbally documented correctly.) Presentation is accurate and complete.	Information is presented in an ethical manner. (Ex: Outside sources are verbally documented correctly.)	Information is presented in and ethical manner, however, improvements are needed. (ex: source citations)	Information is presented in and ethical manner, however, there are gaps in presentation that require attention(ex: incorrect or missing source citations)	There is an unethical use of information. (Use of sources without citation or false manipulation of information)
Overall effect	Overall message is complete. Credibility is very high. Presentation is excellent.	Overall message is complete. Credibility is high. Presentation is above average.	Message is adequately stated. Credibility is average. Presentation meets purpose.	Content is incomplete. Credibility is low. Presentation is lacking.	There is little or no credibility. Presentation lacks preparation.
<b>Physical Presence</b>					
Eye contact	Student maintains eye contact with audience, seldom returning to notes.	Student makes frequent and sustained eye-contact, but frequently returns to notes.	Student reads report but does look up from time to time to establish eye contact with the audience.	Student looks down at report and makes very little eye contact with audience.	Student looks down at report and makes no eye contact with audience.
Posture	Student is very poised and comfortable Student shows little or no sign of apprehension	Student is poised and appears comfortable. Student may exhibit some signs of apprehension but seems to be in control.	Student’s posture is okay even though s/he may show some signs of either being too rigid or too slouched.	Student appears uncomfortable, and exhibits poor posture.	Student exhibits poor posture or lack of involvement.
Gestures & Movement	Student uses well-timed and/or creative gestures throughout the presentation Student uses speaking area to move about as needed to connect with the audience.	Student incorporates appropriate gestures and/or movement throughout the presentation.	and incorporates some gestures at appropriate places within the presentation  There may be some shifting or pacing as a result of nervousness.	gestures are awkward or scarce, OR  Student may pace or use excessive gestures which become distracting.	Student uses no gestures, or movement OR Student may pace or use excessive gestures which become distracting OR Gestures show disregard for the audience
Overall effect	All characteristics of physical delivery enhance the presentation.	Student demonstrates above average physical delivery characteristics.	Presentation meets purpose though student may be weak in one or two areas.	There is little physical responsiveness in the student’s presentation	Presentation lacks preparation. Student poorly demonstrates physical characteristics described above
<b>Vocal Variety</b>					
Tone & Inflection	Student is able to change tones to show emotion and emphasize important points There is variety and interest in the sound of the voice	Student uses vocal variety and emphasizes important points with vocal emotion	Student uses some variation in tone and inflection. There may be some traits of apprehension such as a vocal quiver.	Student uses very little vocal expressiveness. Delivery may be somewhat monotone.	Student uses very little or no vocal expressiveness. Delivery may be monotone.
Rate	Rate is steady or varied in an impressive manner to provide emotional emphasis and/or enhance audience understanding.	Rate is steady or varied appropriately to suit content.	Speaking rate is fairly steady and easily understood.	Delivery is either too fast or too slow. however, the audience is able to attend to the message.	Delivery is too fast to be understood or too slow to hold attention.
Articulation	Student uses very clear articulation. Any errors are unnoticeable or gracefully corrected.	The student uses clear articulation. There are few or no pronunciation errors. Speaker is easily understood.	Articulation, in general, is good. There may be some mispronounced words.	Student mumbles in places and makes several pronunciation errors.	Student mumbles or mispronounces words throughout the presentation
Volume	Volume is appropriate for the audience and varied as necessary to add interest.	Volume is appropriate for the audience and the room. There is some variation.	The speaker can easily be heard by everyone in the audience	The speaker speaks either too soft or too loud. The audience must adapt to receive the message.	The student; talk’s way too soft or way too loud. The volume totally distracts the message.