

SOPHOMORE PERSUASIVE RESEARCH SPEECH EVALUATION FORM

Name: _____ Date: _____

Topic: _____ Visual: _____

| AREA I – PRESENTATION | Excellent Strong Control | Proficient Some Control | Developing Little Control: Needs Work |
|---|-----------------------------|----------------------------|---|
| 1. Introduction <ul style="list-style-type: none"> Stated or implied purpose of presentation via stance, position statement, and/or thesis Interesting attention grabber / lead OR hook of some sort. | | | |
| 2. Body of Speech <ul style="list-style-type: none"> Identifies PROBLEM, SOLUTION, and ACTION Main ideas and points supported by appropriate, accurate, and credible supporting details Thorough, balanced, in-depth explanation / exploration of the topic Organization: shows a logical flow of ideas, not choppy At least 3 sources are orally cited to lend credibility | | | |
| 3. Conclusion <ul style="list-style-type: none"> Brings speech to an acceptable ending; where appropriate, offers a “call to action” of some sorts. More than mere regurgitation of thesis and main points Draws conclusion, connects to broader topical issues, suggests course of action, raises new questions, etc. | | | |
| 4. Persuasive Argument <ul style="list-style-type: none"> Effectively supports position/stance avoiding persuasive “tricks” or “persuasive pitfalls”: ad hominem, post hoc ergo propter, overly emotional pleas to the audience (ad populem), etc. Effectively blends LOGOS, PATHOS, ETHOS Effectively uses “rebuttal” or concessions to refute opposition | | | |
| 5. Language Usage <ul style="list-style-type: none"> Appropriate tone reflected in word choice and rhetorical devices to match task and audience Appropriate use of language, transitions, word choice, style | | | |
| 6. Time <ul style="list-style-type: none"> Within 3-5 minute limit | (3-5 min.) | (2-3 or 5-6 min) | (Under 2 or above 6) |

| AREA II – DELIVERY | Excellent Strong Control | Proficient Some Control | Developing Little Control: Needs Work |
|--|-----------------------------|----------------------------|---|
| 1. Eye Contact <ul style="list-style-type: none"> Strong eye contact with board, not just reading notes <ul style="list-style-type: none"> NO scripts allowed / bullet points or outlines only | | | |
| 2. Effective Speech Techniques <ul style="list-style-type: none"> Shows poise, posture, rate/volume of voice, effective gestures | | | |
| 3. Dress/Appearance <ul style="list-style-type: none"> Appropriate for task and audience, shows pride | | | |
| 4. Visual Aide <ul style="list-style-type: none"> No use of computer/doc camera aided visuals Integrated with presentation, shows relevance, visibility Correct conventions and mechanics | | | |

| AREA III – QUESTION AND ANSWER PERIOD | Excellent Strong Control | Proficient Some Control | Developing Little Control: Needs Work |
|---|-----------------------------|----------------------------|---|
| 1. Impromptu Skills <ul style="list-style-type: none"> Student's answers show fluency and confidence | | | |
| 2. Quality of Student Response <ul style="list-style-type: none"> Answers show knowledge and grasp of information | | | |

COMMENTS: (Comments are greatly appreciated by the students especially if the "Developing" column is marked. Students need to understand where their strengths and weaknesses are in their presentation.)