

EVALUATION FORM

Using Descriptive Language

Member Name _____ Date _____

Evaluator _____ Speech Length: 5 – 7 minutes

Speech Title _____

Purpose Statement

The purpose of this project is for the member to practice writing a speech with an emphasis on adding language to increase interest and impact.

Notes for the Evaluator

Listen for descriptive words and literary elements, such as plot and setting. Think about the story the speaker is telling, even in an informational speech. Are you engaged? Interested?

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
Clarity: Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	
Descriptive Language: Delivers a speech with a variety of descriptive language					Comment:
5	4	3	2	1	
Literary Elements: Uses at least one literary element (plot, setting, simile, or metaphor) to enhance speech					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Using Descriptive Language

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice

- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

Descriptive Language

- 5 – Delivers exemplary speech with highly varied, evocative descriptions
- 4 – Delivers excellent speech with varied, evocative descriptions
- 3 – Delivers a speech with a variety of descriptive language
- 2 – Delivers a speech with some descriptive language, but needs improvement
- 1 – Delivers a speech with little or no descriptive language

Literary Elements

- 5 – Makes exemplary use of literary elements (plot, setting, simile, or metaphor) to enhance speech
- 4 – Makes excellent use of literary elements (plot, setting, simile, or metaphor) to enhance speech
- 3 – Uses at least one literary element (plot, setting, simile, or metaphor) to enhance speech
- 2 – Uses at least one literary element (plot, setting, simile, or metaphor) during speech, though the effect is limited
- 1 – Uses few or no literary elements (plot, setting, simile, or metaphor) during speech

