IV. THE COMPETENT SPEAKER
SPEECH EVALUATION FORM

SPEAKER'S NAME: _____ ASSIGNMENT: _____

EVALUATOR'S NAME: _____ DATE: ____ / ____ / ____

EIGHT PUBLIC SPEAKING COMPETENCIES   SPEAKING PERFORMANCE RATINGS

Competency	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE AND OCCASION *Assign Scoring Ranges: Comments:	___	___	___
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR AUDIENCE AND OCCASION Comments: BE VERY CLEAR ABOUT YOUR TOPIC/THESIS			
Competency Three: PROVIDES APPROPRIATE SUPPORTING MATERIAL BASED ON THE AUDIENCE AND OCCASION Comments: CAN'T DO AS MUCH OF THIS IN A TALK AS IN A PAPER - QUALITY, NOT QUANTITY			
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO TOPIC, AUDIENCE, OCCASION, & PURPOSE Comments: ORGANIZATION SHOULD BE MORE OBVIOUS THAN IN A PAPER			
Competency Five: USES LANGUAGE THAT IS APPROPRIATE TO THE AUDIENCE, OCCASION, & PURPOSE Comments:			
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY TO HEIGHTEN AND MAINTAIN INTEREST Comments:			
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE DESIGNATED AUDIENCE Comments: WRITING ALSO SHOULD BE LARGE ENOUGH AND LEGIBLE			
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE Comments: FACE AUDIENCE & MAKE EYE CONTACT WHEN SPEAKING			

(content) (presentation)

General Comments: Summative Scores of Competencies: _____

V. EIGHT PUBLIC SPEAKING COMPETENCIES
AND
CRITERIA FOR ASSESSMENT

Competency One

CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE AND OCCASION.

EXCELLENT
> The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience.

> [That is, the speaker's choice of topic is clearly consistent with the purpose, is totally amenable to the time limitations of the speech, and reflects unusually insightful audience analysis.]

SATISFACTORY
> The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience.

> [That is, the speaker's choice of topic is generally consistent with the purpose, is a reasonable choice for the time limitations of the speech, and reflects appropriate analysis of a majority of the audience.]

UNSATISFACTORY
> The speaker presents a topic and a focus that are not appropriate for either the purpose, time constraints, or audience.

> [That is, the speaker's choice of topic is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the speech, and there is little or no evidence of successful audience analysis.]

Competency Two

COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE AND OCCASION.

EXCELLENT
The speaker communicates a thesis/specific purpose that is exceptionally clear and identifiable.

[That is, there is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

SATISFACTORY
The speaker communicates a thesis/specific purpose that is adequately clear and identifiable.

[That is, at least a majority of the audience should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

UNSATISFACTORY
The speaker does not communicate a clear and identifiable thesis/specific purpose.

[That is, a majority of the audience may have difficulty understanding, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]

Competency Three

PROVIDES SUPPORTING MATERIAL APPROPRIATE TO THE AUDIENCE AND OCCASION.

EXCELLENT

The speaker uses supporting material that is exceptional in quality and variety.

[That is, supporting material is unarguably linked to the thesis of the speech, and further is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic.]

SATISFACTORY

The speaker uses supporting material that is appropriate in quality and variety.

[That is, supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech.]

UNSATISFACTORY

The speaker uses supporting material that is inappropriate in quality and variety.

[That is, supporting material is only vaguely related to the thesis of the speech, and variety is either too great or too little to do anything but detract from the effectiveness of the speech.]

Competency Four

USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, AND PURPOSE.

EXCELLENT

The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas.

[That is, the introduction clearly engages the audience in an appropriate and creative manner, the body of the speech reflects superior clarity in organization, and the conclusion clearly reflects the content of the speech and leaves the audience with an undeniable message or call to action.]

SATISFACTORY

The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas.

[That is, the introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.]

UNSATISFACTORY

The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and between ideas.

[That is, the introduction fails to engage even a majority of the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the speech and fails to leave even a majority of the audience with a clear message or call to action.]

Competency Five

USES LANGUAGE APPROPRIATE TO THE AUDIENCE AND OCCASION.

EXCELLENT
The speaker uses language that is exceptionally clear, vivid, and appropriate.

[That is, the speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.]

SATISFACTORY
The speaker uses language that is reasonably clear, vivid, and appropriate.

[That is, the speaker chooses language that is free of inappropriate jargon, is nonsexist, is nonracist, etc.]

UNSATISFACTORY
The speaker uses unclear or inappropriate language.

[That is, the speaker chooses inappropriate jargon or language which is sexist, racist, etc.]

Competency Six

USES VOCAL VARIETY IN RATE, PITCH, AND INTENSITY (VOLUME) TO HEIGHTEN AND MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE AND OCCASION.

EXCELLENT

The speaker makes exceptional use of vocal variety in a conversational mode.

[That is, vocalics are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.]

SATISFACTORY

The speaker makes acceptable use of vocal variety in a conversational mode.

[That is, the speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.]

UNSATISFACTORY

The speaker fails to use vocal variety and fails to speak in a conversational mode.

[That is, the speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detraction from the quality or impact of the speech.]

Competency Seven

USES PRONUNCIATION, GRAMMAR, AND ARTICULATION APPROPRIATE TO THE
AUDIENCE AND OCCASION.

EXCELLENT
The speaker has exceptional articulation, pronunciation,
and grammar.

[That is, the speaker exhibits exceptional fluency, properly
formed sounds which enhance the message, and no pronunciation
or grammatical errors.]

SATISFACTORY
The speaker has acceptable articulation, with few
pronunciation or grammatical errors.

[That is, most sounds are properly-formed, there are only
minor vocalized disfluencies, and a few (1-2) minor errors in
pronunciation and grammar.]

UNSATISFACTORY
The speaker fails to use acceptable articulation,
pronunciation, and grammar.

[That is, nonfluencies and disfluencies interfere with the
message, and frequent errors in pronunciation and grammar make
it difficult for the audience to understand the message.]

Competency Eight

USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE.

EXCELLENT
The speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, eye contact, and use of dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress consistently support the verbal message and thereby enhance the speaker's credibility throughout the audience.]

SATISFACTORY
The speaker demonstrates acceptable posture, gestures, facial expressions, eye contact, and use of dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress generally support the message, with minor inconsistencies that neither significantly distract from the speaker's credibility with the audience nor interfere with the message.]

UNSATISFACTORY
The speaker fails to use acceptable posture, gestures, facial expressions, eye contact, and dress.

[That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.]

VI. LOGISTICS AND ADMINISTRATION OF
THE INSTRUMENT

Training in the Use of the Form

Before using **The Competent Speaker** evaluation form to rate a public speaking performance, the evaluator first should review the entire manual, taking particular note of the Significant Characteristics of the Speech Evaluation Form beginning on page seven. Next the evaluator should thoroughly study the instrument itself and the eight competencies it contains on page nine--most importantly the criteria for each competency on pages 10-17. The evaluator also should become familiar with the descriptions of unsatisfactory, satisfactory, and excellent levels of performance for each competency. After becoming familiar with the competencies and criteria, the evaluator should use the *training videotape of exemplary speeches thusly:

1.   View the three "anchor speeches" identified as unsatisfactory, satisfactory, and excellent at the beginning of the tape. Study the competencies and criteria in relation to those three videotaped anchors.

2.   View the six "unidentified speeches" (or as many as time allows) located after the three anchors on the videotape. Rate these speeches on the speech evaluation form, without knowing the level of competency each represents. After rating each speech, compare the rating assigned by the evaluator with the "true rating" (normative rating) for that speech. The true ratings are listed on the outside of the training tape. When the evaluator's ratings become similar to the true ratings for the speeches, he or she may be considered trained and ready to evaluate speeches using **The Competent Speaker** evaluation form. Raters or institutions may, at their discretion, generate normative scores for the speeches on the videotape that are particular to students at their institution.

*Although a videotape containing exemplary speeches is available, training also can be conducted using speeches selected locally.

Using the Form to Evaluate and Grade Speeches

In the actual use of the form to evaluate speeches, the evaluator may use any numerical weighing system for the three levels of competency that suits the particular context or course requirements. For example, the evaluator could: (a) examine the level of performance for each competency without assigning any numerical value to the performance of the competency and simply check off the level of performance; OR (b) assign one point for unsatisfactory, two points for satisfactory, and three points for excellent, for each competency (in this case, the range of the grade for the speech would be from 8 to 24); OR (c) for additional speeches, increase the assigned values to reflect the increasing