<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Logical flow with clear purpose and support. Demonstrates a thorough understanding of topic, audience, and flow.</td>
<td>Occasional lack of logical flow with evidence of incomplete understanding of topic. Purpose is sometimes difficult to discern. Support is not consistently clear and logical.</td>
<td>Illogical flow. Ill-defined or no discernable purpose. Support is unclear or incorrect. Reveals basic lack of understanding of topic, audience, and flow.</td>
</tr>
<tr>
<td>Content</td>
<td>Accomplishes assignment directly and completely in an exceptional manner. All major topics are covered and supported by relevant data.</td>
<td>Accomplishes assignment capably. Major topics covers, but support lacks specificity, accuracy, or relevance.</td>
<td>Accomplishes assignment only partially or indirectly. No supporting data, or data presented is irrelevant or inaccurate.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Exhibits high level of enthusiasm and confidence. Responds fully and accurately to questions. Generates audience interest and interaction.</td>
<td>Exhibits uneven enthusiasm &amp; confidence levels. Some questions are answered more effectively than others.</td>
<td>Exhibits low enthusiasm &amp; confidence levels. Is unable to effectively answer questions.</td>
</tr>
<tr>
<td>Projection</td>
<td>Pace, volume, &amp; enunciation enhance the presentation.</td>
<td>Pace, volume, &amp; enunciation are acceptable, but do not enhance the presentation.</td>
<td>Projection consistently detracts from presentation. (Speech is too slow, too fast, or inaudible; peppered with fillers, such as um, and incorrect pronunciation.</td>
</tr>
<tr>
<td>Non-Verbal</td>
<td>Eye contact, gestures, and movement are effective.</td>
<td>Eye contact, gestures, and movement occasionally detract from topic.</td>
<td>Non-verbals consistently detract from presentation—reads from notes, monitor, or screen, makes little or no eye contact, and little or excessive movement, stands behind podium or in front of screen.</td>
</tr>
<tr>
<td>Technology</td>
<td>Visuals are clear, professional, and reinforce the presentation. No spelling or grammatical errors</td>
<td>Visuals placed in distracting design (template, font, clip art). At least one spelling or grammatical error.</td>
<td>Visuals are unclear, unattractive, or unprofessional. Do not support presentation, and contain several spelling and/or grammatical errors.</td>
</tr>
<tr>
<td>Appearance</td>
<td>Highly professional attire and demeanor enhance speaker's credibility.</td>
<td>Acceptable professional attire and demeanor.</td>
<td>Unprofessional attire and demeanor. Seated presented exhibit distracting behavior during presentation.</td>
</tr>
</tbody>
</table>
PERSONAL EVALUATION CHECKLIST

POINTS FOR COMMENDATION & RECOMMENDATION
(use examples where possible in your evaluation)

Note: Recommendations are practical, helpful, positive and encouraging: assisting the speaker in improvement. Be sensitive to the feelings and needs of speaker, yet be inspirational and encouraging.

SPEECH
- Volume (good projection, vibrant)
- Pitch (varied)
- Quality (enthusiastic, passionate)
- Articulation/pronunciation (clear, crisp, controlled)
- Rate (smooth, deliberate)
- Vocal variety (conveys emotion, natural, animation) & voice control
- Volume
- Sincerity
- Use of pauses (for effect, to allow listener to digest information)
- Manner (directness, assurance and enthusiasm)
- Grammar
- Word selection and explaining technical terms/jargon

BODY LANGUAGE
- Posture/stance (confident, relaxed)
- Gestures (natural, meaningful, lively, precise, enhanced message)
- Body movements (animated, graceful, purposeful, any distracting or repetitious movements)
- Facial expressions (friendly, natural, appropriate to speech content)
- Eye contact (no set pattern, established bonds with listeners, encompassed everyone)
- Dress (appropriate, confident)
- Use of props/visual aids (effective, added to content)

TALK DEVELOPMENT
- Opening (clear, interesting), body, close → easy to follow and understand (well constructed)
- Conclusion reinforced body; climax
- Organization (clear, simple) + support material (examples etc) directly contributed to the message. Key ideas were few in number and introduced systematically. Logically written and presented
- Smoothness
- Correct grammar
- Spontaneity
- Flexibility
- Used descriptive language
- Original ideas used and portrayed
- Used word-pictures (effectively, memorable) – selecting the right words for communicating the message

EFFECTIVENESS
- Held audience’s attention – audience was interested and well-informed of new ideas
- Audience response (attentiveness, laughter, interest)
- Achievement of purpose/objectives
- Creation of excitement, suspense, twist
- Originality of thoughts and material
- Showed research of topic
- Used personal experience
- Use of notes and lectern (appropriate, unobtrusive)
- Spoke to the topic/objectives
- Well-prepared and well-rehearsed
- Spoken within allotted time
- Um/Ah/Hesitations
- Confident/control of nervousness
- Overall message was clear and called the audience to an action
- Easy to relate to audience’s everyday lives and showed how it can help
- Persuasiveness
- The speech evoked a reaction (inspire, uplift, humour, satisfaction...)

OTHER
- Topic selection (suited speaker, audience, time available)
- Addressed the chairman at start and close appropriately
- A speech to remember?

Credits: Competent Leadership Projects 1, 2, 3, 8

Produced by Sarah Tennent. Olumoetai Toastmasters, 351/72, March 2008
Self Critique for Introductory Speech COM110

Name ________________________________ TA/lab time __________________

After viewing your speech, please rate yourself and comment on each of the following components:

<table>
<thead>
<tr>
<th>Needs extensive work</th>
<th>I was very pleased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual aid (if applicable)</td>
<td>🙁 ☹️</td>
</tr>
<tr>
<td>Comments:</td>
<td>☹️</td>
</tr>
<tr>
<td>Introduction</td>
<td>☹️</td>
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<tr>
<td>Comments:</td>
<td>☹️</td>
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<tr>
<td>Content of body</td>
<td>☹️</td>
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<tr>
<td>Comments:</td>
<td>☹️</td>
</tr>
<tr>
<td>Conclusion</td>
<td>☹️</td>
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<tr>
<td>Comments:</td>
<td>☹️</td>
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<tr>
<td>Eye contact</td>
<td>☹️</td>
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<tr>
<td>Comments:</td>
<td>☹️</td>
</tr>
<tr>
<td>Posture/gestures</td>
<td>☹️</td>
</tr>
<tr>
<td>Comments:</td>
<td>☹️</td>
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<tr>
<td>Vocal delivery</td>
<td>☹️</td>
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<tr>
<td>Comments:</td>
<td>☹️</td>
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<tr>
<td>Overall effectiveness</td>
<td>☹️</td>
</tr>
<tr>
<td>Comments:</td>
<td>☹️</td>
</tr>
</tbody>
</table>

What are three areas that need the most work as you prepare for your next speech?
DEMONSTRATION SPEECH CRITIQUE

NAME _______________________________ TOTAL SCORE _____________________________

DATE ________________________________ TOTAL TIME _____________________________

TOPIC ________________________________

I. ORGANIZATION

A. Introduction:
   1. Gain attention?
   2. Create bond with audience?
   3. Preview main points?
   4. Transition into body?

   _____________________________ (10 pts.)

   B. Body:
   1. Main points well selected?
   2. Support material appropriate?

   _____________________________ (10 pts.)

   C. Conclusion:
   1. Transition from body?
   2. Review main points?
   3. Make speech memorable?

   _____________________________ (10 pts.)

   D. Outline: clearly organized? correct format?
   Bibliography: sources clearly documented? correct format?

   _____________________________ (5 pts.)

II. CONTENT

A. Suitable demonstration topic:
   1. Demonstrative? (fit the assignment)
   2. Reflect audience analysis?

   _____________________________ (15 pts.)

   B. Knowledge of topic:
   1. Credibility?
   2. Well cited sources?

   _____________________________ (15 pts.)

   C. Audio-visual Aids: prepared & used well in the speech?

   _____________________________ (10 pts.)

III. DELIVERY

A. Enthusiasm/Vocal variety?

   _____________________________ (5 pts.)

   B. Eye contact?

   _____________________________ (5 pts.)

   C. Gestures/Nonverbal delivery?

   _____________________________ (5 pts.)

   D. Handling of audio-visual aids?

   _____________________________ (5 pts.)

   E. Time?

   _____________________________ (5 pts.)

IV. COMMENTS:

DEMONSTRATION PRESENTATION USING A VISUAL AID

Assignment Objectives

* To begin using the strategies and skills of informative presentations through the demonstration of a simple process or technique.
* To organize a demonstration in a meaningful way.
* To begin designing and using visual aids effectively.

General Presentation Purpose

To demonstrate an activity or explain how to make something using at least one visual aid as a form of supporting material.

Assignment Requirements

1. Choose a topic in which your purpose is to show the class how to do something or how something is made. Examples of topics from previous student presentations include preparing a recipe, building or repairing an object, demonstrating a craft project, interpreting stock reports, applying for financial aid, giving a manicure, or writing a song. Make sure your topic is neither too simple nor too complex for the audience and the allotted time.

2. Use at least one visual aid (pie chart, graphs, text chart, table, diagram, illustration, map, etc.) to support your demonstration. Avoid highly technical or complicated aids.

3. Clearly organize your key points. For a simple demonstration presentation, a step-by-step organizational pattern is usually best.

4. You may use one note card as a speaking guide. However, you probably will find that you can demonstrate how to do something or how to make something without relying on notes.

5. The time limit for this presentation is 4 to 5 minutes.

6. On the day of your presentation, turn in a typed outline of your presentation. Do not write a manuscript for your presentation. Remember, only one note card may be used.

7. A bibliography is not required for this assignment unless you have researched information beyond your personal knowledge of the topic.

8. Regardless of how well you know your information, practice your demonstration presentation several times before presenting it to the class.

9. As you listen to other presentations, be attentive and supportive.
VISUAL AID ASSESSMENT

Speaker: ___________________________ Date: ___________________________
Evaluator: ___________________________ Grade: ___________________________

The following visual aid assessment instrument can help you evaluate a single visual or group of visual aids. This instrument does not evaluate a speaker’s delivery or handling of presentations aids but focuses on the design and content of the aid itself.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>E</th>
<th>G</th>
<th>A</th>
<th>W</th>
<th>M</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>Preparation Factors</strong></td>
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<td>Clear Purpose for Visual Aid</td>
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<td>Appropriate Choice of Graphic</td>
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<td>(graph, pie chart, table, etc.)</td>
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<td>Appropriate Choice of Media</td>
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<td>(flip chart, object, slide, etc.)</td>
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<td><strong>Design Features</strong></td>
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<td>• Readable Type</td>
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<td>• Appropriate Font(s)</td>
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<td>• Suitable Colors</td>
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<td>• Suitable Format/Template</td>
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<td>• Contrasting Background</td>
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<td>• Consistent Design</td>
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<td><strong>Page Factors</strong></td>
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<td>• Effective Headline</td>
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<td>• One Point per Page</td>
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<td>• Follows the Six-by-Six Rule</td>
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<td>• Numbered Pages</td>
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<tr>
<td>• Provides Source Attributions</td>
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<tr>
<td>• Avoids Capital Letters</td>
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<td>• Rounds Off Numbers</td>
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<tr>
<td><strong>Summary Evaluation</strong></td>
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<tr>
<td>Overall Evaluation of</td>
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<td></td>
</tr>
<tr>
<td>Visual Aid(s)</td>
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</tr>
</tbody>
</table>

E = Excellent  G=Good  A=Average  W=Weak  M=Missing  N/A=Not Applicable

Evaluating Oral Presentations: A Checklist
Dee Oseroff-Varnell, Ph.D. Department of Communication

1. **Examine the goals of your assignment.** What cognitive, behavioral, and affective goals do you aim to achieve with this assignment? What do you want your students to come away having learned?

2. **Be specific about your goals and objectives.** Explain all terms and concepts so that your students understand how you expect them to achieve those objectives.

3. **Identify the parameters of the assignment for your students.** Will you allow the use of power point or other visual aids? How much time should the students plan for their presentations? Are there penalties for going over or under the suggested time? How much weight will be placed on content, structure, and delivery?

4. **Decide on a grading system and rubric.** Are you using norm or criterion based grading? What point system are you using? Are you able to articulate the difference between the increments of your point scale?

5. **Provide students with the evaluation criteria when you assign the presentation.** Be sure they understand the goals and objectives for the assignment and the parameters of the assignment that you have identified. Develop a balance between how specific you are with the criteria and how much freedom/creative license you want your students to exercise.

6. **Determine a format for evaluation.** Are you allowing time for feedback during class time? Will you encourage comments from classmates? Do peer evaluations count in the student's grade?

7. **Are you making written comments on the evaluation?** Will you make notes or write comments during the presentations? What objectives do you have for the comments you make? Do the students have the opportunity to address your feedback and make improvements?

8. **How will you give written comments and/or grades back to students?** In class? During office hours? Electronically?

9. **How will you respond to any student questions concerning their grades?** Are you prepared to explain students’ grades if they have questions about the grade they received? Will you record the presentations so that the student (and you) can review them if needed?

10. **How do you intend to adapt to any changes that may be necessary when using this assignment in the future?** Will you ask for student input? Will you make notes of student questions or concerns or things you might do differently after you complete the assignment?