

## INFORMATIVE SPEECH EVALUATION ASSIGNMENT ANSWER KEY

Please see the sample responses to the evaluation questions and points earned. Note that evaluating the speech is subjective, and this is a sample of a filled-out evaluation form.

Evaluation Questions	Points Available	Points Earned
1. Did the introduction include an effective attention-getter? <i>Yes, the series of declarations were startling and effectively aroused audience curiosity by not identifying who "they" were until later.</i>	5	5
2. Was the attention-getting device clearly linked to the topic? <i>The statement at 0:12-0:14 seconds indicates that the opening of the speech connects to the topic of homelessness.</i>	5	5
3. Did the speaker give the audience a reason to listen? <i>By indicating that "this problem is not going away" (0:25 seconds), the speaker gives the audience a reason to listen.</i>	5	5
4. Did the speaker establish his credibility with respect to the topic? <i>No statements connected the speaker to the topic or indicated why the audience should respect or believe in what the speaker would claim about the topic.</i>	5	0
5. Did the speaker announce the purpose of the speech and/or include a thesis statement? <i>The statement that ends at 0:36 may appear to be the thesis, but it is not the declaration that a good thesis should be. Moreover, the next statement clearly announces the purpose of the speech. Points should be deducted in this area, because the two statements that the speaker mentions are redundant and the wording used in each is very imprecise.</i>	5	3

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| 6. In the introduction, did the speaker include a preview of the speech's main points?<br><b>Yes, the statement at 0:37 seconds leads into a preview of main points that will be addressed: the causes and effects of homelessness. One point has been deducted for the unnecessary repetition the two juxtaposed statements represent. Ideally, the speaker should have developing wording that made such repetition unnecessary.</b> | 5 | 4 |
| 7. Is there a transition into the body of the speech?<br><b>A non-verbal transition signals to the audience that the body of the speech is beginning: the speaker pauses, changes position on the podium, and clicks on the slide controller. While this is an effective set of techniques with attentive audiences, it is risky with those who may be listening but not carefully watching.</b>                                       | 5 | 4 |
| 8. Are the main points in the body of the speech clear and are they consistent with the preview provided in the introduction?<br><b>Yes. The main points of this speech are that poverty, lack of healthcare, and mental illness are the leading causes of homelessness, and the effects are that people blame and dehumanize the homeless.</b>  | 5 | 5 |
| 9. Are there transitions, signposts, or internal reviews, and previews within the body of the speech?<br><b>Except for the weak and repetitious use of the word "also," and the awkwardly inserted statement at the end of the first body subsection at 2:42 minutes, there are no devices in the body of this speech which create flow or signal to the audience of how the content being presented is related to other content.</b>  | 5 | 2 |
| 10. Are credible sources cited orally with context, clarity, and variety?<br><b>No, because the sources are just named, not described sufficiently to inform the audience of their expertise or experience with the subject,</b>   | 5 | 2 |

***because of the overuse of “according to,” and because the language is inaccurate in attributing statistics and research to organizations instead of the reports or surveys which created them, the use of sources in this speech is weak and deserves only partial credit.***

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| 11. Are summary, paraphrase, and quotation used effectively and appropriately?<br><b><i>It is difficult to discern where summary is used, and some phrases flow in a professional way, while others stumble and use poor word choice. These two traits raise questions about the appropriate use of paraphrase. Meanwhile, of the quotations used, the one ending at 1:22 minutes is very effective. The one ending at 2:58 minutes is a very poor choice to use, because its speaker is not identified as a credible source and its content, an unfounded opinion, is exaggerated and inflammatory.</i></b> | 5 | 1 |
| 12. Does the speaker use effective presentation aids?<br><b><i>It is hard to read the words in the extended quotes the speaker puts on the slides and the unsourced photographs provide little more than a background for the speech’s content. This area should receive partial credit only, because the aids could be designed and used much more effectively.</i></b>   | 5 | 3 |
| 13. Does this speaker deliver the speech well?<br><b><i>The speaker’s tone, pace, and inflection is mostly clear, varied, and authoritative. Full points should not be assigned, however, because there were numerous verbal stumbles.</i></b>   | 5 | 4 |
| 14. Did the speaker use notes, cue cards, or a manuscript effectively?<br><b><i>Because the speaker appears to have memorized his speech, he deserves full credit in this area.</i></b>  | 5 | 5 |
| 15. Were aspects of non-verbal communication displayed in this speech in ways which enhanced rather than detracted from it?<br><b><i>Definitely. The speaker’s lively, attention-getter</i></b>  | 5 | 5 |

**technique of using the clicks of the slide controller to emphasize his points and control the rhythm of the speech's content was very effective. The speaker's many gestures and movement around the podium engaged the audience's interest frequently. Moreover, his formal dress and demeanor established a professional atmosphere and implied legitimacy.**

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|--|--|----------------|
| 16. Did the speaker use language which was economical, precise, powerful, and varied?  |  |                |
|  | <b>No, the speaker tended to overuse phrases, was imprecise in identifying the actual source of information, and displayed numerous verbal errors. Moreover, a very significant error was made when the speaker introduced but did not continue explaining the role of Nathan Moore in the murder of Rex Baum. Nevertheless, the speaker used a lot of vivid, powerfully voiced language, and for this reason, he deserves at least partial credit in this area.</b> | 5            2 |
| 17. Did the conclusion begin with a clear signal that the speech was ending?   |  |                |
|  | <b>Yes, the speaker used the phrase "As we've seen" (4:47 minutes), coupled with a clear pause in his delivery, to signal that the speech was drawing to a close.</b>  | 5            5 |
| 18. Did the conclusion restate the speech's thesis (or purpose) and review its main points using fresh language?                 |  |                |
|  | <b>Yes, very effectively. For example, "unexpected" and "unprecedented" were new and memorable word choices.</b>   | 5            5 |
| 19. Did the speaker re-establish the importance of the topic so that audience members would continue to identify with the topic? |  |                |
|  | <b>Weakly. Indicating that homeless people are just like everyone else, including members of the audience, was a good tactic; however, the statement that ended at 5:16 minutes was vague, hyperbolic, and very poorly worded. As</b>  | 5            3 |

*a result, this area deserves only partial credit.*

20. Did the speech end with an effective concluding device?

***Concluding a speech with a question is not a memorable device, especially if the goal of the presentation is to get audiences to react and remember. Much more effort could have been put into developing a conclusion which would have a more active impact on the audience.***

5 2

**TOTAL POINTS**

\* **Note:** This relatively low score for a speech that placed second in a contest is somewhat unfair since the grading reflected not only the experience of a viewing audience, but also of readers since a transcript was used during the grading process for greater accuracy.

100 70\*

**LETTER GRADE**

**(A=90-100, B=80-89, C=70-79, D=60-69, F<60)**

A-F C