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| **Senior Project**  **Speech Evaluation** | | | | | | | | | Student Name: | | | | | |  | | | | | | |
| English Teacher: | | | | | |  | | | | | | |
| Panel #: | | | | | |  | | | | | | |
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| **Score** | **Content** | | | **Organization** | | | | | | | | **Delivery** | | | | **Language** | | | | **Professional Decorum** | |
| 4 | Ideas/details were well chosen so the listener easily understood what the speaker did for the project. | | | Speech was well organized with an introduction, body and conclusion. In addition, transitions were smooth and enhanced presentation. | | | | | | | | Speaker demonstrated command over volume, clarity, tempo, eye contact, posture, tone, pauses, pronunciation and inflection. | | | | Speaker demonstrated control over grammar and vocabulary. Speaker used professional language and did not use slang. | | | | * **Appearance**   The speaker was dressed and groomed for the occasion.   * **Attitude/ Group Rapport**   The speaker conveyed enthusiasm and a positive attitude throughout the presentation.   * **Preparation**   The speaker was punctual and well prepared.   * **Visual Aid**   The speaker effectively used a visual aid to enhance the presentation. | |
| 3 | There were enough ideas/details so the listener understood what the speaker did for the project. | | | Speech was organized with an introduction, body and conclusion. Transitions were sufficient and appropriate. | | | | | | | | Speaker usually demonstrated command over volume, clarity, tempo, eye contact, posture, tone, pauses, pronunciation and inflection. | | | | Speaker usually demonstrated control over grammar and vocabulary. Speaker used professional language and used very little, if any, slang. | | | |
| 2 | There were some ideas/details so the listener mostly understood what the speaker did for the project. | | | Speech was somewhat organized and the presenter may have used occasional transitions. | | | | | | | | Speaker partially demonstrated command over volume, clarity, tempo, eye contact, posture, tone, pauses, pronunciation and inflection. | | | | Speaker partially demonstrated control over grammar and vocabulary. Speaker occasionally used professional language and frequently used slang. | | | |
| 1 | Ideas/details were insufficient in that the project was not easily understood. | | | Speech was disorganized and difficult to follow. | | | | | | | | Speaker demonstrated difficulty with volume, clarity, tempo, eye contact, posture, tone, pauses, pronunciation and inflection. | | | | Speaker did not demonstrate control over grammar and vocabulary. Speaker’s language was unprofessional. | | | |
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| **Features** | | | **4** | | **3** | **2** | | **1** | | | | | | | | | | | | | |
| Content | | |  | |  |  | |  | |  | | |  | | | |  | |  | |  |
| Organization | | |  | |  |  | |  | |  | | |  |  | | |  | |  | |  |
| Delivery | | |  | |  |  | |  | | Length of Speech \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | |
| Language | | |  | |  |  | |  | |  | | |  | | | |  | |  | |  |
| Professional Decorum | | |  | |  |  | |  | |  | | |  | | | |  | |  | |  |
| **Comments** | | | | | | | | | | | | | | | | | | | | | |
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| Senior Board Judge *(print name)* | | | | | | |  | | | | Senior Board Judge *(signature)* | | | | | | |  | Date | | |
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