

## TECHNICAL ACCURACY AND COVERAGE

**SUPPORT** - To what extent was the support clear, accurate, relevant, adequate, appropriate, and credible?  
How well did the speaker make his/her point? How well did the speaker support the purpose?

0 - 17	18 - 20	21 - 23	24 - 26	27 - 30
<i>purpose not supported</i>	<i>purpose partially supported</i>	<i>some accurate, relevant support for main points</i>	<i>each point contained valid support with credible sources</i>	<i>purpose convincingly supported</i>
omitted; details and figures incorrect; sources not credible; emotional appeal made up majority of support; confused audience; too many or not enough details; examples not relevant or inappropriate; drew no conclusions	not convincing; some sources lacked credibility; overly complicated; sources not integrated; details and statistics sketchy; examples general or vague; unrelated conclusions; loosely tied to purpose	sources integrated; details and statistics understandable; examples adequate and appropriate; drew conclusions based on the support	sources' credibility established and integrated; details and statistics relevant, accurate, and appropriate; specific examples supported main points; receiver reached conclusions based on support	sources fully integrated and added credibility; clearly enhanced product; details and statistics effectively used; examples very specific, appropriate and arresting

## PRESENTATION AND DELIVERY

**PHYSICAL BEHAVIOR** - To what extent were eye contact, body movement, and gestures used to convey meaning? **VOICE - OVERALL IMPRESSION** - How well did the speaker use the characteristics of voice, quality, intelligibility, and variety?

0 - 23	24 - 27	28 - 31	32 - 35	36 - 40
<i>wide variety of problems throughout; message adversely affected</i>	<i>many problems causing distraction from main points throughout</i>	<i>good presentation; minor distracters not adversely impacting overall message</i>	<i>only minor distracters throughout</i>	<i>distracters trivial</i>
eye contact: none to speak of; read or talked to vis-aid	eye contact: with one part of the audience; many people left out	eye contact: systematic; nearly all included	eye contact: involved everyone but favored some	eye contact: direct and impartial
body movement: swayed or rocked back and forth; stiff at the lectern	body movement: paced; constant movement to and from lectern	body movement: most movement purposeful	body movement: moved with purpose	body movement: free and purposeful; freely used space; enhanced message
gestures: none; hands locked on hips or lectern, parade rest, or fig leaf	gestures: poorly timed, appeared preplanned; distracting	gestures: adequate	gestures: helped clarify and show emphasis, most were natural	gestures: used to clarify and emphasize ideas; natural and spontaneous
<b>Use of voice</b>	<b>Use of voice</b>	<b>Use of voice</b>	<b>Use of voice</b>	<b>Use of voice</b>
word choice: unfamiliar or misused words; jargon; acronyms overused or undefined	word choice: limited; few unfamiliar words; jargon; acronyms overused; subject/verb errors distracting	word choice: suitable; acronyms defined as needed; subject/verb errors rare	word choice: good; used action verbs and nouns to convey ideas; good variety; good use of grammar	word choice: strong and precise; grammar mastered
--many words mispronounced --vocal pauses very distracting --no variation; rate too fast or too slow; much too loud or quiet	--few mispronounced words --few vocal pauses  --very little variation; monotone; volume too high or too low	--one or two words mispronounced --vocal pauses detracted little --some variation in rate and pitch; volume appropriate for environment	--words properly pronounced --one or two vocal pauses --voice qualities vary, match subject	--words pronounced and articulated well --well used pauses enhanced message --excellent mix of rate, pitch, and volume; used for emphasis

## ARRANGEMENT & FLOW

**ORGANIZATION** - How well was the presentation organized? How suitable was the pattern? How logical was the arrangement? How well were ideas linked together?

0 - 5	6	7	8	9 - 10
disorganized; failed to convey coherent message; no identifiable pattern used; lacked flow	organized but pattern inappropriate; main points confusing; did not flow well	good organization; suitable patterns; good use of main points	clearly organized; flowed logically	extremely well organized; development of main points was vivid and greatly enhanced presentation
transitions not used	choppy, transitions not fully developed	most transitions effective	transitions aided flow and tied points together	smooth transitions throughout

**INTRODUCTION** - How well did the introduction grab the audience's attention, provide a clear purpose, motivate the audience, and provide a road map?

0 - 5	6	7	8	9 - 10
omitted	caused confusion	effective	very effective	compelling
not related to subject	loosely tied to subject	focused on topic	very focused	creatively aroused attention to topic
no sense of purpose	purpose vague	purpose understandable	statement of purpose clear	statement of purpose clear and smoothly integrated
no attempt to show audience why they should listen	no clear reason why audience should listen	established a need for audience to listen	made audience want to listen	greatly enhanced desire to listen
no overview	overview incomplete	overview identified main ideas mechanically	overview clearly identified main ideas	overview clear and smoothly integrated

**CONCLUSION** - How well did the conclusion summarize the main ideas, subpoints, and relationships between thoughts? How well did the conclusion remotivate the audience? How strong is the ending?

0 - 5	6	7	8	9 - 10
omitted	marginally effective	effective	very effective	enhanced presentation
no summary	not all main points included in summary; failed to show relationship	reviewed all main points and some key ideas	reviewed all main points, key ideas, and showed relationships	reviewed all main points, key ideas, relationships, and conclusions
did not show audience how they could use information	weak attempt to show audience how they could use information	explained how audience could use information	explained how audience could benefit from information	audience eager to use information
audience had no idea they had reached the end; closure not related to subject	ending abrupt or simply tailed off; unsure it was over; closure loosely tied to subject	ended on a note of completion; closure related to subject	strong ending related to the subject	strong creative ending tying in attention step; positive sense of completion

**SPEECH INSTRUMENT**

**FINAL TOTAL:**



## -TECHNICAL ACCURACY AND COVERAGE

**SUPPORT** - To what extent was the support clear, accurate, relevant, adequate, appropriate, and credible?  
How well did the writer make his/her point? How well did the writer support the purpose?

0 - 23	24 - 27	28 - 31	32 - 35	36 - 40
<i>purpose not supported</i>	<i>purpose partially supported</i>	<i>some accurate, relevant support for main points</i>	<i>each point contained valid support with credible sources</i>	<i>purpose convincingly supported</i>
omitted; writer failed to support purpose; details and figures incorrect; sources not credible; emotional appeal made up majority of support; confused reader; too many or not enough details; examples inappropriate or not relevant; drew no conclusions	not convincing; some sources lacked credibility; overly complicated; support open for interpretation; sources not cited but integrated or not integrated but cited; details and statistics sketchy; examples general or vague; unrelated conclusions; loosely tied to purpose	sources cited and integrated; details and statistics adequate and understandable; examples appropriate and relevant; writer drew conclusions based on the support	sources cited and credibility established and integrated; details and statistics relevant, accurate, and appropriate; specific examples supported main points; reader reached writer's conclusions based on support	sources fully integrated, cited and added credibility; clearly enhanced product; details and statistics effectively used; examples very specific, appropriate and arresting; point clearly made

## -READABILITY AND MECHANICS

**READABILITY** - How well did the sentences convey meaning? **MECHANICS** - How correct were grammar, spelling and punctuation?

0 - 17	18 - 20	21 - 23	24 - 26	27 - 30
<i>wide variety of problems throughout; message adversely affected</i>	<i>many problems causing distraction from main points throughout</i>	<i>good presentation; minor distracters not adversely impacting overall message</i>	<i>only minor distracters throughout</i>	<i>distracters trivial</i>
word choice: many unfamiliar words, jargon, or misused words; acronyms overused or undefined	word choice: limited; some unfamiliar words, jargon, misused or overused words; acronyms not spelled out	word choice: suitable; acronyms defined as needed	word choice: good; action verbs and nouns used to convey ideas; good variety; few overused words or clauses	word choice: strong and precise; very few redundancies
sentence structure: - subject/verb disagreements - incomplete/run on sentences - sentences hard to read - too many lengthy sentences	sentence structure: - some subject/verb disagreements - few sentence fragments - several misplaced or dangling modifiers; pronoun reference errors - short choppy sentences; very little variation; wordy	sentence structure: - subject/verb disagreements rare - no sentence fragments - few misplaced or dangling modifiers; minor pronoun-antecedent errors; several parallelism errors - adequate sentence variation	sentence structure: - no subject/verb disagreements - well structured sentences - misplaced or dangling modifiers rare; good use of pronouns; few parallelism errors - good sentence variation	sentence structure: - excellent grammar - structure enhanced readability - effective use of modifiers; pronouns had clear antecedents; parallel structure used - sentence variation enhanced readability
-- predominately passive voice -- punctuation absent or misused; caused confusion	-- passive voice used frequently -- several punctuation/spelling errors hindered communication	-- about 50% passive voice used -- punctuation/ spelling errors don't disrupt communication	-- mostly active voice -- few minor punctuation / spelling errors	-- active voice used predominately -- excellent punctuation / spelling - written to reader

## -ARRANGEMENT & FLOW

**ORGANIZATION** - How well was the paper organized? How well developed were the paragraphs? How well were paragraphs and ideas linked together?

0 - 11	12 - 14	15 - 16	17 - 18	19 - 20
<i>disorganized; no identifiable pattern</i>	<i>organized but pattern inappropriate</i>	<i>good organization; suitable patterns</i>	<i>clearly organized</i>	<i>extremely well organized</i>
no topic sentences; support sentences didn't develop topic; writer failed to convey a coherent message; lacked flow	topic sentences confusing; support sentences off the mark; most paragraphs contained more than one idea; did not flow well	good use of topic sentences; most paragraph unity generally good	all paragraphs coherent and unified with clear, well-supported topic sentences; flowed logically	development of main points was vivid and greatly enhanced presentation; strong paragraph unity and coherence throughout
transitions not used	choppy, transitions not fully developed	most transitions effective	transitions aided flow by tying ideas and sentences together	smooth transitions throughout paper

**INTRODUCTION** - How well did the introduction grab the attention of the reader, provide a clear purpose, motivate the reader and provide a road map?

0 - 1	2	3	4	5
<i>omitted</i>	<i>caused confusion</i>	<i>effective</i>	<i>very effective</i>	<i>compelling</i>
not related to subject	loosely tied to subject	focused on topic	very focused	creatively aroused attention to topic
no sense of purpose	purpose vague	purpose understandable	statement of purpose clear	statement of purpose clear and smoothly integrated
no attempt to show readers why they should read paper	no clear reason why readers should read paper	established a need for readers to read paper	made reader want to continue to read	greatly enhanced desire to read
no overview	overview incomplete	overview identified main ideas mechanically	overview clearly identified main ideas	overview clear and smoothly integrated

**CONCLUSION** - How well did the conclusion summarize the main ideas, subpoints, and relationships between thoughts? How well did the conclusion remotivate the reader? How strong was the ending?

0 - 1	2	3	4	5
<i>omitted</i>	<i>marginally effective</i>	<i>effective</i>	<i>very effective</i>	<i>enhanced paper</i>
no summary	not all main points included in summary; failed to show relationship between main points	reviewed all main points and some key ideas	reviewed all main points, key ideas, and showed relationships	reviewed all main points, key ideas, relationships, and conclusions
did not show readers how they could use information	weak attempt to show reader how they could use information	explained how readers could use information	explained how readers could benefit from information	no doubt what readers should remember; reader eager to use information
readers had no idea they had reached the end; closure not related to subject	ending abrupt or simply tailed off; unsure it was over; closure loosely tied to subject	ended on a note of completion; closure related to subject	strong ending related to the subject	strong creative ending tying in attention step; positive sense of completion

**PAPER INSTRUMENT**

**FINAL TOTAL**