

HOW CAN I IMPROVE MY PUBLIC SPEAKING SKILLS?

(To be used in conjunction with the assessment developed for Standard 4B.J and 5C.J)

Performance Standard 4A.J

Each student will listen to a three to five minute speech given by another student and will fill out an evaluation sheet based on the content and purpose of the speech. The student will evaluate speaking style, non-verbal clues, purpose for speaking and effectiveness of communication accordingly:

- *Assessing delivery* – (refer to speech evaluation page): assess delivery.
- *Outlining content* – (refer to outline at bottom of evaluation page): outline major points of the delivery; record points in chronological order.
- *Assessing overall effect* – (refer to total point score): assess the speech's overall effect.

Procedures

1. ***In order to listen effectively in formal and informal situations (4A)***, students should experience sufficient learning opportunities to develop the following:
 - Demonstrate understanding of materials, concepts and ideas.
 - Analyze, synthesize and evaluate information.
 - Paraphrase and/or summarize information with appropriate editorial comment.
 - Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).

Agricultural students of any career pathway need a command of this language art standard to be productive employees at any future occupation, as it will help them to assess the delivery, content and the overall effect of their own public speaking ability. This standard aligns with the Illinois Workplace Skills D3 (Communicating on the Job/Interpret the use of body language) and L3 (Maintaining Interpersonal Relationships/Provide constructive praise or criticism).
2. Have agriculture students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with the characteristics of a good speech as shown on the attached student worksheet.
4. The agriculture students will have practiced evaluations of speeches in preparation for the assessment.
5. Provide copies of the How Can I Improve My Public Speaking Skills? speech evaluation guide for each student.
6. Review the components of a good speech as they are described in the student worksheet.
7. Each student will assess the content, purpose, style and delivery of another student's speech. (six-column rubric)
8. The teacher will then compare the student's evaluation to the teacher's evaluation to see how effectively the student listened to evaluate the speech and understand the message. (three-column rubric)
9. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One to two class periods

Resources

- How Can I Improve My Public Speaking Skills? speech evaluation guide (six-column rubric)
- Sample speeches, either given by the teacher or recorded on videotape, for practice
- How Can I Improve My Public Speaking Skills? student worksheet
- How Can I Improve My Public Speaking Skills? Teacher's Rubric (three-column rubric)

HOW CAN I IMPROVE MY PUBLIC SPEAKING SKILLS?

NAME _____ DATE _____

- Exceeds standard (must receive 11 - 12 total points)
- Meets standard (must receive 8 - 10 total points)
- Approaches standard (must receive 5 - 7 total points)
- Begins standard or absent (must receive 3 - 4 total points)

	DELIVERY – refer to speech evaluation page	CONTENT – refer to outline at bottom of evaluation page	OVERALL EFFECT – refer to total point score
4	<ul style="list-style-type: none"> • The student’s assessment of delivery agrees in eight or more of ten points with the teacher’s. • The points of disagreement are only one number off from the teacher’s assessment. 	<ul style="list-style-type: none"> • The student’s outline of the speech agrees in all major points with the teacher’s outline. • The points are recorded in proper chronological order. 	<ul style="list-style-type: none"> • The student’s assessment of the speech’s overall effect differs within two points of the teacher’s assessment.
3	<ul style="list-style-type: none"> • The student’s assessment of delivery agrees in six or seven of ten points with the teacher’s. • The points of disagreement are only one number off from the teacher’s assessment. 	<ul style="list-style-type: none"> • The student’s outline of the speech agrees in most major points with the teacher’s outline. • One point may be recorded out of chronological order. 	<ul style="list-style-type: none"> • The student’s assessment of the speech’s overall effect differs within four points of the teacher’s assessment.
2	<ul style="list-style-type: none"> • The student’s assessment of delivery agrees in three to five of ten points with the teacher’s. • The points of disagreement may be two numbers off from the teacher’s assessment. 	<ul style="list-style-type: none"> • The student’s outline of the speech agrees in some major points with the teacher’s outline. • Several points may be recorded out of chronological order. 	<ul style="list-style-type: none"> • The student’s assessment of the speech’s overall effect differs within twelve points of the teacher’s assessment.
1	<ul style="list-style-type: none"> • The student’s assessment of delivery agrees in no to two points with the teacher’s. • The points of disagreement vary by two or more numbers from the teacher’s assessment. 	<ul style="list-style-type: none"> • The student’s outline of the speech agrees in few or no points with the teacher’s outline. • Points are generally recorded out of chronological order. 	<ul style="list-style-type: none"> • The student’s assessment of the speech’s overall effect differs more than twelve points from the teacher’s assessment.
Score			

HOW CAN I IMPROVE MY PUBLIC SPEAKING?

Student Worksheet

The assessment of a speech covers ten major categories of good public speaking. Each of the categories will be evaluated on a six-point scale, with one to three points being weak and four to six points strong qualities. Listen carefully to the speech and evaluate it in each of the ten categories. While listening, develop a rough outline of the major points the speaker covers in the organization of the speech. Space has been provided at the bottom of the evaluation page for the outline.

SIX POINT SCALE:

1. Poor – Inferior in quality. The item is not present or is barely detectable.
2. Weak – The item is deficient of required criteria. Some attempt is made to use this in the speech, but that attempt does not impact the audience.
3. Fair – The item meets most criteria but is lacking at least one. The effect on the audience is detectable but minimal.
4. Adequate – The item meets minimum acceptable standards for the speaking assignment. All criteria are present but may not be well developed.
5. Good – The criteria for the assignment are fulfilled with greater detail and a level of development in places above the required minimum. Development of criteria may not be consistent throughout the speech.
6. Excellent – Consistent development of the criteria for an item throughout the speech. The attention to development of the item is clearly planned and carefully executed.

EVALUATION CRITERIA FOR THE TEN CATEGORIES:

1. INTRODUCTION – The speaker should identify clearly the subject of the speech and his/her purpose for speaking (i.e., persuade, inform, demonstrate, etc.). The introduction should be developed using one of the accepted patterns discussed in class (e.g., tell a story, unusual fact, anecdote, personal experience). The speaker should establish his/her credibility (give proof that the speaker knows the topic well enough to speak about it as an authority of sorts).
2. CLARITY OF PURPOSE – The identified purpose for speaking should be evident throughout the body of the speech. The speaker should not deviate from the intended purpose for speaking. Transition devices and word choice should be selected with the purpose in mind and should link the elements of the speech together to achieve the purpose. Any comments that detract from the purpose should be absent; such comments will result in a lower score on this category of the evaluation.
3. LANGUAGE – The choice of words and structure of sentences should be appropriate to the audience and occasion. An occasional slang term is OK, but the recurring use of inappropriate slang will lower the score on this category. Excessive use of slang without the proper motivation (necessary to achieve the particular purpose for speaking and appropriate to the audience) will result in an unsatisfactory rating (1-3).
4. BODILY ACTION/ POSTURE – The speaker stands erect and comfortable with both feet a comfortable distance apart for good support. Speaker should appear alert but at ease with confidence. Distracting movements should not be present. At no time should the speaker slouch, lean on furniture, move unnecessarily or fidget.

5. **EYE CONTACT, GESTURES** – Eye contact should be nearly constant with the audience and should move frequently across all parts of the audience. No “locking on” to note cards or one particular part of the audience. Gestures should be smooth and integrated with the points being made in the speech. Gestures should not detract attention from the message or communicate excessive nervousness to the audience. Note cards should be read only momentarily to gain information and keep track of the speaker’s next point. More frequent references to note cards will detract from the link to the audience and lower the score on this category.
6. **USE OF VOICE** – Voice should accent the points being made. Inflection, volume, speaking rate, accents, etc., should be chosen carefully to reinforce the message and blend smoothly with the speaker’s appearance and gestures. Any elements of voice which detract from the effective communication of ideas (monotone, unvarying speaking rate, weak volume, etc.) will lower the evaluation on this category.
7. **ENTHUSIASM, VIGOR** – The speaker should demonstrate interest in the topic through the use of gestures, posture, voice and word choice. A high degree of perceived interest and enthusiasm for the topic will result in a 6 evaluation. Very brief speeches lacking in detail and delivered in a monotone will indicate a lack of enthusiasm and will be rated 1 or 2 accordingly.
8. **CONFIDENCE, SELF-CONTROL** – The speech continues smoothly and without noticeable breaks from beginning to end. The speaker’s use of eye contact, gestures and posture indicate clear command of the situation. Nervousness that appears uncontrolled, stuttering pauses and other signs of lack of preparation will result in a lowered score on this category.
9. **ORGANIZATION** – The speaker should utilize clearly developed introduction, body and conclusion sections of the speech. If the evaluator cannot construct a clear outline of the speech just by listening to the transitions, pauses, watching movements and picking up the verbal clues to shifts in emphasis which signal new sections of the outline, the score will be lowered according to the degree of difficulty experienced in the attempt to outline the speech’s content.
10. **CONCLUSION** – The speech should be summarized clearly. All main points covered in the organization of the speech should be touched upon one final time to remind the audience of the main ideas. The speech should make a smooth exit with no sense that we have been “dropped” by the speaker at the last moment. Clear evidence of a plan conclusion should be observed here.

HOW CAN I IMPROVE MY PUBLIC SPEAKING SKILLS?
SPEECH EVALUATION GUIDE
 (To be filled in by a student evaluator)

STUDENT EVALUATOR _____

SPEAKER _____

- Exceeds standard – 55 - 60 points
- Meets standard – 40 - 54 points
- Approaches standard – 26 - 39 points
- Begins standard – 10 - 25 points

POINT VALUES	1	2	3	4	5	6	TOTALS
Introduction							
Clarity of Purpose							
Language							
Bodily Action, Posture							
Eye Contact, Gestures							
Use of Voice							
Enthusiasm, Vigor							
Confidence, Self-Control							
Organization of Material							
Conclusion							

Adapted from Washington Community High School, District 308,
 Speaking and Listening In-House Assessment.

TOTAL POINTS _____

SPEECH OUTLINE:
 (Outline main points as you listen to the speech.)