REACTING PAPER/SPEECH EVALUATION

Name _____

For key to assessment criteria, see other side.

Logic:

1	2	3	4	5
Comments:				

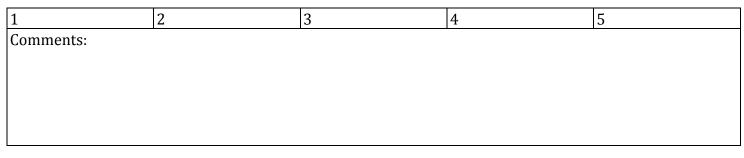
Content:

1	2	3	4	5
Comments:				

Style:

1	2	3	4	5
Comments:				

Delivery:



ASSESSMENT RUBRIC FOR REACTING SPEECHES

Logic:

1	2	3	4	5
Plan and purpose of speech	Central thesis is apparent but	Central thesis is apparent but	Argument is logically sound	Argument is logically sound
not apparent, undeveloped,	argument is underdeveloped	argument is not consistently	and without fallacies. Thesis	and without fallacies - or
or fatally disorganized;	or disorganized; transitions	developed; transitions be-	advances by clearly ordered	brilliantly exploits fallacies.
transitions between para-	between paragraphs are ab-	tween paragraphs abrupt,	and logically connected	Thesis advances by clearly
graphs unclear or wholly	rupt, monotonous, or even	mechanical, or monotonous.	stages. The relevance of	ordered and logically con-
lacking. Paragraphs do not	confusing. Relationship of	Relationship of supporting	supporting evidence is clear-	nected stages; the relevance
develop logically around an	supporting evidence to ar-	evidence to argument may	ly explained. Paragraphs	of supporting evidence is
organizing idea and are	gument may need clarifica-	need clarification; not all	follow a logical order, each	clearly explained; para-
without beginning, middle,	tion; some assertions not	assertions may be clearly	building on the preceding	graphs (and within them,
and end; assertions seem	clearly related to the organ-	related to the organizing idea	one. Logical transitions	sentences) are beautifully
unconnected and supporting	izing idea of the paragraph.	of the paragraph. Use of	between sentences and para-	organized; logical transi-
evidence unrelated. "Logic	Use of "logic words" is ra-	"logic words" (e.g. "be-	graphs are clear and explicit.	tions are clear and explicit.
words" misused or com-	ther clumsy or unclear.	cause," "therefore") may be	•	No holes can be poked in the
pletely absent.		occasionally clumsy.		argument.

Content:

1	2	3	4	5
Central idea lacking, or con-	Central idea is more or less	Central idea is clear but	The central idea of the	The central idea is clearly
fused, or completely unsup-	clear but supporting evi-	somewhat banal or too gen-	speech is clearly defined and	defined and developed, sup-
ported by historical evidence	dence is sketchy. Historical	eral. Argument is supported	developed, supported with	ported with concrete, sub-
(i.e., concrete and relevant	detail is either completely	with concrete detail, mostly	concrete, substantial, and	stantial, and powerfully rele-
detail). Historical details in	lacking, restricted to the	drawn from Game Book.	consistently relevant detail.	vant detail. The historical
speech appear made up and	information in the role sheet	Supporting information may	The historical information in	information in the speech is
are easily discredited using	and pp. 1-47 of the GB, or	be occasionally irrelevant,	the speech goes beyond the	richly detailed and shows
basic search tools.	vague and general. Some	repetitious, sketchy, or mild-	outline in the Game Book	evidence of deep research.
	claims may be inaccurate.	ly historically inaccurate.	and is accurate.	-

Style:

1	2	3	4	5
Sentence structure is unclear	Sentences are frequently	Sentences are correctly con-	Sentences are skillfully con-	Sentences are skillfully con-
to the point where the read-	incorrect (e.g., fragments,	structed but unvaried, mo-	structed (unified, forceful,	structed (unified, forceful,
er/ listener must struggle to	mixed constructions, dan-	notonous, excessively plain;	effectively varied); diction is	effectively varied); diction is
understand what the speaker	gling modifiers); meaning is	diction is appropriate and	precise, economical, fresh,	precise, economical, fresh,
wants to say. Diction is	sometimes somewhat un-	clear but flat, basic. Clarity	and idiomatic. Clarity and	and idiomatic. Grammar
inappropriate or unidiomatic.	clear as a result of non-	and effectiveness of expres-	effectiveness of expression	and usage are impeccable,
Communication is obscured	standard grammar, usage,	sion are weakened by devia-	are promoted by consistent	and skillful use is made of
by frequent deviations from	punctuation, and/or spelling.	tions from standard gram-	use of standard grammar,	metaphor and/or other fig-
standard grammar, usage,	Diction may be inappropri-	mar, punctuation, and	punctuation, and spelling.	urative language. No clichés
punctuation, and/or spelling.	ate or uneven (formal one	spelling. Dangling modifiers	Figurative language is skill-	anywhere. Brilliant word
	moment, vulgar the next).	may be a particular problem.	fully deployed and cliché	choices and rhythm make the
			mostly avoided.	speech especially eloquent

Delivery:

1	2	3	4	5
Speaker is very hesitant OR	Speaker appears minimally	Speaker appears well-	Speaker appears spontaneous	Speech has all the qualities
obviously reading verbatim	prepared and relies heavily		and sincere, yet fluent;	listed under 4, and also has
from script; appears not to	on notes. Sentences are	reliant on notes. Occasional-	speech is obviously well-	dramatic flair; contact and
be able to remember what	often delivered with unnatu-	ly sentences are hard to fol-	rehearsed, yet animated and	connection with the audience
(s)he is talking about; does	ral intonation (e.g. flat tone	low, though grammatical,	expressive. Speaker effec-	are maintained at all times,
not look at or connect with	or sing-song recital). Fre-	because of unnatural intona-	tively uses intonation and	evident from the active audi-
audience; appears under-	quent hesitations ("ums,"	tion or vocal emphasis.	vocal emphasis to convey	ence response (laughing,
rehearsed and/or mechanical	awkward pauses) interrupt	Occasional hesitations	meaning. Speaker is fully in	gasping, clapping, heckling,
rather than sincere. Listen-	the flow and make the talk	("ums," awkward pauses)	control of message, knows	etc).
ers struggle to understand	hard to follow. Contact with	between points do not ob-	what (s)he is saying now and	
what is being said/asked of	audience is minimal.	scure the message but detract	what she will say next.	
them.		from the performance.	-	