The NCA Competent Speaker Speech Evaluation Form

Course:_____ Semester:_____ Date:_____ Project:_____

Speaker(s):_____

	Excellent	Satisfactory	Unsatisfactory
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION	The speaker presents a topic and a focus that are exceptionally appropriate for the purpose, time constraints, and audience. [That is, the speaker's choice of topic is clearly consistent with the purpose, is totally amenable to the time limitations of the speech, and reflects unusually insightful audience analysis.]	The speaker presents a topic and a focus that are appropriate for the purpose, time constraints, and audience. [That is, the speaker's choice of topic is generally consistent with the purpose, is a reasonable choice for the time limitations of the speech, and reflects appropriate analysis of a majority of the audience.]	The speaker presents a topic and a focus that are not appropriate for the purpose, time, the constraints or audience. [That is, the speaker's choice of topic is inconsistent with the purpose, the topic cannot be adequately treated in the time limitations of the speech, and there is little or no evidence of successful audience analysis.]
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION	The speaker communicates a thesis/specific purpose that is exceptionally clear and identifiable. [That is, there is no question that all of the audience members should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]	The speaker communicates a thesis/specific purpose that is adequately clear and identifiable. [That is, at least a majority of the audience should understand clearly, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]	The speaker does not communicate a clear and identifiable thesis/specific purpose. [That is, a majority of the audience may have difficulty understanding, within the opening few sentences of the speech, precisely what the specific purpose/thesis of the speech is.]
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION	The speaker uses supporting material that is exceptional in quality and variety. [That is, supporting material is unarguably linked to the thesis of the speech, and further is of such quality that it decidedly enhances the credibility of the speaker and the clarity of the topic.]	The speaker uses supporting material that is appropriate in quality and variety. [That is, supporting material is logically linked to the thesis of the speech, and is of such quality that it adds a measurable level of interest to the speech.]	The speaker uses supporting material that is inappropriate in quality and variety. [That is, supporting material is only vaguely related to the thesis of the speech, and variety is either too great or too little to do anything but detract from the effectiveness of the speech.]
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE	The speaker uses an exceptional introduction and conclusion and provides an exceptionally clear and logical progression within and between ideas. [That is, the introduction clearly engages the audience in an appropriate and creative manner, the body of the speech reflects superior clarity in organization, and the conclusion clearly reflects the CONTENT of the speech and leaves the audience with an undeniable message or call to action.]	The speaker uses an appropriate introduction and conclusion and provides a reasonably clear and logical progression within and between ideas. [That is the introduction clearly engages a majority of the audience in an appropriate manner, the body of the speech reflects adequate clarity in organization, and the conclusion reflects adequately the content of the speech and leaves a majority of the audience with a clear message or call to action.]	The speaker fails to use an introduction or conclusion and fails to provide a reasonably clear and logical progression within and among ideas. [That is, the introduction fails to engage even a majority of the audience in an appropriate manner, the body of the speech reflects lack of clarity in organization, and the conclusion fails to reflect adequately the content of the speech and fails to leave even a majority of the audience with a clear message or call to action.]
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION	The speaker uses language that is exceptionally clear, vivid, and appropriate. [That is, the speaker chooses language that enhances audience comprehension and enthusiasm for the speech, while adding a measure of creativity that displays exceptional sensitivity by the speaker for the nuances and poetry of meaning.]	The speaker uses language that is reasonably clear, vivid, and appropriate. [That is, the speaker chooses language that is free of inappropriate jargon, is nonsexist, is nonracist, etc.]	The speaker uses unclear or inappropriate language. [That is, the speaker chooses inappropriate jargon or language which is sexist, racist, etc.]
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION	The speaker makes exceptional use of vocal variety in a conversational mode. [That is, vocals are exceptionally and appropriately well-paced, easily heard by all audience members, and varied in pitch to enhance the message.]	The speaker makes acceptable use of vocal variety in a conversational mode. [That is, the speaker shows only occasional weakness in pace, volume, pitch, etc., thereby not detracting significantly from the overall quality or impact of the speech.]	The speaker fails to use vocal variety and fails to speak in a conversational mode. [That is, the speaker shows frequent weakness in controlling and adapting pace, volume, pitch, etc., resulting in an overall detraction from the quality or impact of the speech.]
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION	The speaker has exceptional articulation, pronunciation, and grammar. [That is, the speaker exhibits exceptional fluency, properly formed sounds which enhance the message, and no pronunciation or grammatical errors.]	The speaker has acceptable articulation, with few pronunciation or grammatical errors. [That is, most sounds are properly formed, there are only minor vocalized disfluencies, and a few (1-2) minor errors in pronunciation and grammar.]	The speaker fails to use acceptable articulation, pronunciation, and grammar. [That is, nonfluencies and disfluencies interfere with the message, and frequent errors in pronunciation and grammar make it difficult for the audience to understand the message.]
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE	The speaker demonstrates exceptional posture, gestures, bodily movement, facial expressions, eye contact, and use of dress. [That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress consistently support the verbal message and thereby enhance the speaker's credibility throughout the audience.]	The speaker demonstrates acceptable posture, gestures, facial expressions, eye contact, and use of dress. [That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement: behaviors and dress generally support the message, with minor inconsistencies that neither significantly distract from the speaker's credibility with the audience nor interfere with the message.]	The speaker fails to use acceptable posture, gestures, facial expressions, eye contact, and dress. [That is, kinesic (posture, gesture, facial expressions, eye contact) and proxemic (interpersonal distance and spatial arrangement) behaviors and dress are incongruent with the verbal intent and detract from the speaker's credibility with the audience as well as distracting the audience from the speaker's message.]

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Course:_____ Semester:_____ Date:_____ Project:_____

Speaker(s):_____

	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
PREPARATION AND CONTENT ✓ Chooses and narrows topic appropriately ✓ Communicates thesis/specific purpose ✓ Provides appropriate supporting material (includes presentational aids) ✓ Uses an effective organizational pattern			
PRESENTATION AND DELIVERY ✓ Uses language appropriately ✓ Uses vocal variety in rate, pitch, and intensity ✓ Uses appropriate pronunciation, grammar, and articulation ✓ Uses physical (nonverbal) behaviors that support the verbal message			
General Comments: **Summative Score:_____**			