

Rubric for evaluating the demonstration speeches of your peers

Speaker Alissa Horton

Topic Design Process

Evaluator Santiago Bermudez

Canvas will assign to you 4 of your colleagues. This form will provide a frame for you to provide valuable feedback to your colleagues. Hit control/P, print off 4 copies of this form and use question/response format to provide your feedback. I recommend completing your evaluation first by hand, then cutting and pasting this document on to a Microsoft Word document to type in your submission to me. All of your submissions to me must be typed per the writing requirements of the course. The amount of points you get for each of these forms will directly correspond to my perception of the thoughtfulness and helpfulness you demonstrate. You will need to make room between the questions if you want to be thorough in your analyses/evaluation. **Use specific feedback, don't generalize, and give examples. Without such specificity you will not earn the available points.**

Attention getting device

Did the speaker consciously use an effective attention getting device in the introduction?

In the introduction, Alissa asked the audience if they wanted to be a designer, make their own creations and solve problems. Alissa lets the audience know that they can design in any situation. While not the best attention getter, this works.

Purpose statement

Did the speaker clearly state the purpose of the speech ("the purpose of my speech is to demonstrate . . .") in the introduction?

In the introduction of her speech, Alissa states that she is there to demonstrate how the design process works and how the audience can apply it to their lives. She did not use the phrase "the purpose of my speech is to demonstrate..." or anything distinctly similar, however. If that phrase was required, then she did not clearly state the purpose of her speech.

Credibility statement

Did the speaker clearly state why she/he is an authority to speak on the topic?

In her introduction, Alissa mentions that she is a pre-design major with a proficient understanding of how design works. This qualifies her to talk about the design process.

Salience statement

Did the speaker clearly state why this topic is important to the audience?

Alissa states that she believes that everyone can use the steps of the design process to create solutions and resolve issues. As such, the design process is relevant to everyone. It might be more helpful if she used more direct phrases like, "this will be important to you if..." or "this is important because...". You could in some way argue that she did not clearly state why the topic is important to the audience. It really depends on how strict the standards are.

Preview of main points

Within the introduction, did the speaker distinctly preview all of the main points?

This criterion is linked to a Learning Outcome

Alissa previews the 6 steps of the design process (which are: recognizing the problem statement, researching, brainstorming, sketching/outlining, prototyping, and building the final product) that she will be talking about in the body of her speech. There is nothing else added to the end of the introduction, which should be the case.

Sequence

Did the presentation clearly show a process?

This criterion is linked to a Learning Outcome

Alissa goes over all the design steps in their natural order. I can verify her ordering to be true and accurate as I have taken a design course myself. Alissa uses words like "first, second, then, etc." when describing her main points in the body of the speech, so yes.

Organization

Was the presentation organized in a logical, easy to follow manner?

Alissa describes the main points in the same order that she previewed them in her introduction. She did not jump off topic or suddenly introduce foreign material. So, in this case, she organized everything in a logical and easy to follow manner.

Content

Was the content relevant to the topic and was there enough or too much?

This criterion is linked to a Learning Outcome

Alissa's entire presentation was solely on the design process. She does well to elaborate each main point in the body of her speech. For instance, with regards to the problem statement step, she tells the audience that they would need to identify certain variables relating to their work. This involves becoming aware of who they are working with, who their clients are, what they are trying to accomplish, and when the due date is. Everything seemed relevant and there was enough content related to her topic.

Transitions

Did the speaker "connect the dots" for the audience?

Alissa does manage to connect the dots in that she not only elaborates on each step, but also tells the audience what the purpose of the steps are. For example, in the research step, after elaborating on it, she explains that it is meant for "educating" and "inspiring" one's self.

Verbals and non-verbals

Did the speaker exhibit an inordinate number of non-verbal behaviors? Did the speaker show enthusiasm for the subject through her/his vocalics, did the speaker use eye-contact with the audience?

Alissa does mess up a bit in the beginning of her speech but pushes through it. She stated the main points in the wrong order but was quick to correct herself. She uses her fingers for counting the main points and small conversational hand gestures while performing. She does look at the audience while not reading off her flash cards. Overall, she manages not to be too distracting in her presentation. Her voice may not be the most enthusiastic, but that is fine.

Conclusion

Did the speaker clearly summarize the main points and use some type of an effective clincher?

Unfortunately, Alissa forgets to review her main points in the conclusion and ends up jumping straight to her closing statement or clincher. She does preview her main points and does talk about each main point in the body of her speech but forgets to quickly describe the steps again in her conclusion. This was in fact, a part of the outline, which she may have forgotten or missed somehow.