# Rubric for evaluating the demonstration speeches of your peers

***Speaker \_Antonia Shannon\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Topic \_Masking Tape Painting\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***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?

Antonia does not ever in the introduction of her speech use an attention-getting device. She completely skips over it and goes straight to her purpose statement.

**Purpose statement**

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

Yes. In her speech introduction, she says, “The purpose of my speech is to demonstrate how to do a masking tape painting”. She uses the phrase provided and makes it clear what the purpose of her speech is.

**Credibility statement**

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

No. Antonia does not ever mention why she is qualified to do masking tape painting or the experience she has had with it in the introduction of her speech. She does mention doing some pieces for her father’s restaurant, but in the body of her speech, not the introduction.

**Salience statement**

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

Antonia does not use a salience statement in the introduction of her speech. She does say that mask painting is important if the audience wants to decorate an office or room, but does so in the body of her speech, which does not follow the order of the example outline we were given.

**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*

It was rather difficult to determine if Antonia had used a preview of her main points as it looks like she combined part of her introduction with the body of her speech. It is also possible she skipped the preview altogether. For this, I would say she didn’t.

**Sequence**

Did the presentation clearly show a process?

*This criterion is linked to a Learning Outcome*

Antonia does make good use of her visual aid to show the audience what to do. She does talk about things in the order that she is doing them. Despite not using ordering words like “first, next, etc.”, I would say that she did show a process in this case, but only by supplement of her visual aid.

**Organization**

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

Not regarding some of the things that Antonia has skipped, she does have her presentation in an incredibly easy to see manner. She helps her audience visualize the process by going through it herself (taping the canvas and painting on it) and by providing a solid example. Everything she demonstrated was logical and easy to follow.

**Content**

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

*This criterion is linked to a Learning Outcome*

The content she provided in her speech was relevant and just enough. The only issue may have been that she hasn’t figured out a way to present the content in a way that would allow her to meet the time requirements. She had a good amount of content but took too long in presenting it. Her speech ended up being 3 minutes too long because of this.

**Transitions**

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

Antonia did well in “connecting the dots” by visually showing her audience the process. She does talk a bit about the mask painting process, but most of what she needed to make clear, she did so by physically painting herself. She made sure the audience could see everything she wanted them to see and made things trivial.

**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?

Antonia was professional for the most part but did break her tone of seriousness when dropping the tray and painting canvas. When not directing her attention to other objects that she is using or referring to, she is looking at the audience. Her body language is still and natural, not too distracting, and conveys comfortableness with the audience. Her verbal delivery was fluid and she did not seem to run out of things to say or appear rushed in her presentation.

**Conclusion**

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

Antonia reviewed the materials that were needed but did not quickly go over the process again. Apart from not having verbally previewed the main steps and process, she does not review or summarize them in the conclusion in her speech. Assuming her main points consisted of what one needed and then what one needed to do (like placing tape on a canvas and flattening it before painting), she skips out on some main points. She reviewed the materials needed but not the steps that she just demonstrated. She does use a playful clincher, which helps with her conclusion.