

## Speech Pre/Post

### Write an Informative Speech

Depending on whom you ask, it is usually said that there are three to four types of speeches that students should learn to write: informative, persuasive, and entertaining/special occasion. Since the purpose of Speech & Debate is to strengthen the relationship between oral and written speech, students will be assessed on their ability to present a speech (after they outline, draft, and rehearse). To assess what is learned, we will have students do another Informative Speech at the end of the semester.

Directions: 1. Class brainstorms possible topics for an Informative Speech. 2. Students select a topic, outline, and then draft their speeches. These two steps should happen prior to the presentation of speeches and teachers may want to grade these steps as well.

3. Students give speeches during two/three days scheduled by school or can be done during class time.

4. Teachers score using the Oral Presentation Rubric. It is also suggested that teachers assess the writing process/drafts of the speech to help students improve over the year. The rubrics in the Collections texts for informational/expository writing are perfect for this.

5. Post test will be to write a second informative speech focusing on improving the three rubric identified areas: delivery, content/organization, and enthusiasm/audience awareness. You may want to evaluate the writing of the speeches as well as identified in Step 4.

#### The informative speech content should have:

- A specific **topic** that you are teaching your audience about
- An **opening/introduction** with a bold statement or questions
- A **main point** and a series of **sub points** organized (there is a pattern) one of the following ways:
  - Topically, different parts of the whole or different categories
  - Chronologically, presented in the order of events
  - Spatially, how items are related to each other – left to right, north to south, etc.
- A **conclusion**

Name: \_\_\_\_\_ Score: \_\_\_\_\_

## Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
Content/ Organization	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
Comments				

Max 12 points