### Debate II, III, IV: Self - Evaluation

Respond to the following questions regarding your participation in tournaments / competitions this year. Specifically focus on your event, piece / speech, and performance. Answer ALL parts of each of the following:

- 1. Discuss the tournament at which you felt most challenged. Why do you believe this tournament was the most challenging? How did your performance peak / suffer under these circumstances? What did you learn or "take away" from this tournament?
- 2. What piece / speech / event did you participate in this past year? How did your performance evolve throughout the year (discuss the changes, improvements, weaknesses of your performance)? What did you learn that you can apply to / integrate into your performance next year?
- How do you feel you have grown / evolved as a: competitor? member of the Speech and Debate team? a Communications artist? How have your experiences at tournaments affected / helped / strengthened your ability as a competitor and an individual?
- 4. Despite your agreement or disagreement with judges' opinions and comments, how have the remarks and ranks on ballots assisted with your development and modification of your performance? What experience has been the most useful and made the most impact on your performance (in reference to either comments from tournament ballots or feedback from fellow class / team members)? How have you integrated these comments into improving your performance?
- Discuss your plans for next year. In what event will you participate? How will you utilize time from now until then planning, preparing, and developing pieces / performances for competition? What do you hope to improve or change in yourself, your event, your performance for next year? Outside of debate, are there other goals you hope to pursue where you can utilize your debate skills? How will the skills, lessons, experiences of debate assist you in the future (next year and beyond)?

### Debate I - Peer Evaluation Criteria

### When evaluating an Interpretation Event, consider...

#### Content:

- \* believability and consistency of character
- \* piece selected appropriate for presenter's abilities
- \* adherence to rules of the event
- \* interpretation of character, text, and subtext
- \* necessary information provided in introduction
- \* preparation by speaker obvious

### Physical and Vocal:

- \* overall vocal quality fluency, articulation, enunciation, inflection
- \* physical action and reaction gestures, facial expressions, body movement
- \* reflection of character through physical, vocal, and emotional presentation
- \* consistency of focal points
- \* appearance appropriate

### When evaluating Extemporaneous Speaking, consider...

#### Content:

- \* consistent focus on topic
- \* organization and development of ideas
- \* clear and well-developed analysis
- \* support relevant and persuasive
- \* incorporation of evidence sources credible and current
- \* effective use of language
- \* areas of analysis convincing and credible
- \* introduction appropriate length, captures audience's attention, logical link to topic
- \* transitions used to enhance fluency of speech and understanding of audience
- \* appearance and poise polished and appropriate

#### Physical and Vocal:

- \* movement meaningful
- \* physical performance enhances content: posture, gestures, movement, facial expressions, eye contact
- \* voice quality: rate, force, enunciation, articulation, inflection, effective pauses

# Debate - Class Performance Peer Evaluation Form

Offer constructive criticism and specific comments on individual performances. Make suggestions for improvement, comment on positive aspects of speech (content, physical, vocal delivery).

Name	Title	Comments	
•			
		•	

# SPEECH EVALUATION FORM:

Offer constructive criticism and feedback on individual speeches. Make suggestions for improvement, comment on positive aspects of speech (both verbal and non-verbal), and discuss ideas for change that you may have. Be positive, constructive, and thoughtful with your comments.

Name	Title	Comments
•		
••.		

## Evaluation Checklist for Speech I

Verbal and Non-Verbal  Qualities of Speech	2	3	4	5	6	8
Appearance and attire are appropriate						
Introduction attract audience's attention						
Thesis of speech is clear						
Main topics previewed in introduction						
Clear transitions are included						
Support is varied / interesting / specific						
Language is appropriate						
Movement indicates change or transition						
Eye contact made will all parts of audience						
Body communicates, does not distract						
Gestures are appropriate and meaningful						
Expressions natural and enhance speech						
Tone of delivery reflects content of speech						
Delivery both credible and creative					•	
Pace is appropriate- not too fast or slow						
Conclusion is well-thought and effective						
Verbals and non-verbals convey meaning						
Speaker seems well-prepared						
Speaker seems enthusiastic about topic						
Speaker adheres to time limit						

## Speech and Debate: Performance Evaluation

Name				)ate	
Event	Title				
Each of the following areas evaluable highest. Comments support each		•	being t	he lowest and 5 the	
Characteristic		Rating		Comments	
Content / Selection					
Organization / Cutting					
Physical Delivery					
Vocal Variety and Expression					
Eye Contact / Focal Points					
Credibility / Conviction of Performance					
Preparation of Speaker					
Audience Appeal					
Guidelines of Event					
Overall Performance					
To	tal		2 =	Total Points	
				Grade	

Debate II - Evaluation of In-Class		Performa	nce	Total Pts / Grade	
Name		Even	t/Title		
5 Excellent Characteristic	4 Good	3 Fair Com	2 Poor ments	1 Non-Measurable	Rating
Voice: Inflection, Projection, Tone				•	
Conviction of Performer					
Gestures, Body Movements					
Facial Expressions					
Clarity of Ideas / Believability					
Preparation of Speaker			•		
Eye Contact / Focal Points					
Performer / Event Compatibility		•			
Enthusiasm of Speaker					
Overall Performance					
Relationship with Audience				•	
Appropriateness of Performance					
Rules / Guidelines of Event					

Ideas / Cutting

Well-Structured

Performance Consistent / Fluid

	of the following areas is evaluated est. Comments given to support		being the lowest ar
	Characteristic	Rating	Comments
	Content		
2.	Organization		
3.	Physical Presentation		
4.	Eye Contact		
5.	Vocal Expression		
6.	Guidelines of Event		
7.	Attitude / Conviction		
8.	Attire		
9.	Creativity / Skill		

Total

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## Speech and Debate: Performance Evaluation Interpretation

Name			Date	
Title			Type	
highes	of the following criteria will be evaluated for t. Points will be assigned as per level of ents support each area's rating.			he
	Characteristic	Rating	Comme	ents
1.	Introduction: Necessary information included			
2.	Characterization: Distinction of characters; development of emotion, personality, physical presence			
3.	Physical Performance: Gestures, stance, facial expressions, movement; maintains physical depiction throughout performance			
4.	Vocal Variety: Maintains distinct "voice" of character; tempo, projection, tone, articulation, dramatic pause and emphasis.			
5.	Conviction / Emotion: Depth, thoughtfulness of performance; emotion / feeling presented in physical / vocal interpretation			
6.	Focal Points / Eye Contact: Maintains focal points; shows distinction of characters; makes eye contact when appropriate			
7.	Credibility / Creativity: Convincing performance; creative and effective interpretation of content and delivery			
8.	Preparation: Incorporation of not dependence on script, apparent knowledge and understanding of interpretation, prepared physical (technical) and vocal delivery			
9.	Attire			
10.	Overall Performance and Appeal: Overall interpretation through physical, vocal, and technical delivery; appeal of performance to audience			
	TOTAL	x4=	Total Points	

### Debate III and IV: Individual Performance Evaluations

You should work with at least 4 different individuals. You should deliver your performance and then allow him/her to evaluate you (on front of this form). In addition, you should watch his/her performance and then evaluate (complete back of this form). Finally, consider the comments and critiques you received and evaluate your own performance. This should be completed by the end of class.

Name	Event
Title / Topic	·
I. Evaluations of Your Performance by	<u>Peers</u>
NAME	COMMENTS
1.	
2	
2	
J	
4.	

## II. Names of Individuals You Evaluated:

	Print Name	Performe	er's Signature
1			
2			
3			
4			
	Self-Evaluation  (Consider the comments and separate performance, and then assess delivery, content, etc.)	•	