

Appendix 1

The Competent Speaker Evaluation Form

II. THE COMPETENT SPEAKER SPEECH EVALUATION FORM FACT SHEET

Background

The **Competent Speaker** was developed in 1990 by a subcommittee of the NCA Committee on Assessment and Testing (now the NCA Division on Communication Assessment) charged to develop and test a communication competency-based speech evaluation form (Backlund, 1990). Development and testing involved representatives of 12 academic institutions, and the subcommittee was chaired by Sherwyn Morreale of University of Colorado at Colorado Springs, Michael Moore of Purdue University, Calumet, and Phillip Taylor of University of Central Florida. Information regarding the instrument's development and testing in the 1990's as well as current testing for this second edition is found in Appendices B and C in this manual.

Purpose

The instrument is to be used to assess public speaking competency at the higher education level, for purposes of in-class speech evaluation, entrance/exit placement and assessment, as an instructional strategy or advising tool, and/or to generate assessment data for institutional or departmental accountability.

The instrument assesses public speaking behaviors, as opposed to knowledge/cognition and motivation/affect. Further, it assesses molecular/specific behaviors as opposed to molar/general traits. That said, the speech evaluator may make inferences about knowledge/cognition and motivation/affect from observing the public speaking behaviors of a speaker.

Rationale

Despite the proliferation of public speaking courses and evaluation forms, no standardized and psychometrically tested speech evaluation form was available prior to 1990. Nor has there been such a form available grounded in the discipline's conceptualization of public speaking competency. Thus, **The Competent Speaker** was developed to address that need for a standardized and tested speech evaluation form.

Technical Characteristics

The **Competent Speaker** consists of eight public speaking competencies, four of which relate to prepara-

tion and four to delivery. For each of the eight competencies, specific criteria for assessment are provided at three levels of performance: excellent, satisfactory, and unsatisfactory. The instrument is presented on pages 11 (atomistic form) and 12 (holistic form) in this manual; the criteria begin on page 13.

Conceptualization

The instrument was derived from NCA's Speaking and Listening Competencies for High School Graduates (1982); NCA's Communication is Life: Essential College Sophomore Speaking and Listening Competencies (Quianthy, 1990); and the public speaking competencies contained in the Communication Competency Assessment Instrument (Rubin, 1982a).

Training Manual

This manual provides guidelines for instructors to train one or more speech raters/evaluators. Training instructions for use of the instrument begin on page 21. The manual's appendix also provides background information for administrators who may need to provide a rationale for using the instrument.

Scoring Procedure

Utilize the instrument as a ratio scale by using any numerical weighing system, between and within the eight competencies, that suits the purpose of the evaluator and the particular speech event. For example, assignment of 1 to unsatisfactory, 2 to satisfactory, and 3 to excellent, for each of the eight competencies, would result in a possible score range of 8 (unsatisfactory) to 24 (excellent) for a given speech.

Reliability/Validity/Bias

The **Competent Speaker** was developed with great concern for its psychometric reliability and validity and for biases of any kind and is determined to be a reliable, valid, and useful instrument with which to judge speeches. Appendix C contains the results of internal testing process as well as testing conclusions in this second edition.

III. SIGNIFICANT CHARACTERISTICS OF THE SPEECH EVALUATION FORM

Every effort was made to ensure that this instrument is consistent with research and literature in the communication discipline concerning the nature of communication competence and current policy concerning its assessment. A few of the more significant characteristics of **The Competent Speaker** instrument relevant to this objective include the following:

1. *Assesses public speaking behavior.* In recognition of the impracticality of assessing all domains of competence, the instrument focuses exclusively on the assessment of public speaking "behaviors." Thus, it is not designed nor does it purport to measure either knowledge/cognition about public speaking or affect/motivation for public speaking. Regardless, as with the assessment of any behavior, the instrument may permit one to make limited inferences about the knowledge, motivation, and critical thinking skills of the speaker, inferences limited at most to the particular speaking event. However, such inferences should be made with caution since any reliability or validity associated with the instrument's assessment of behavior does not apply to its assessment of knowledge or motivation.
2. *Assesses both verbal and nonverbal behavior.* The instrument identifies competencies for verbal and nonverbal behavior and provides criteria for assessing competence in the use of each. However, assessment is limited to the public speaking context and should not be generalized to other contexts, e.g., dyadic, group, etc.
3. *Does not assess molar/general traits.* The instrument does not directly assess molar/general traits such as charisma, dynamism, audience contact, etc. Rather, the assessment of these traits is implied through the rating of molecular/specific behaviors such as communicating thesis, vocal variety, eye contact, etc.
4. *Provides a holistic assessment of remote preparation skills.* The instrument will provide a holistic assessment of the speaker's remote preparation

skills. However, additional procedures or instruments will be required to assess specific remote preparation skills (e.g., specific research or outlining skills). Of course, the results of preparation skills, as assessed in the first four competencies, can be observed to some extent as the speech is presented.

5. *Does not assess listening skills.* The instrument is designed for the assessment of "speaking" skills only. Listening skills should be assessed by instruments and procedures designed for that purpose.
6. *Provides for either an atomistic or holistic assessment.* The eight discrete competency statements with their corresponding criteria primarily provide for an atomistic/analytic assessment. However, neither the competency statements nor their corresponding criteria prevent assessment based upon a holistic impression. For this purpose, a holistic version of the instrument is included in this second edition.
7. *Assesses degree of competence.* The criteria for each competency describe degrees of competence at the unsatisfactory, satisfactory, and excellent levels. An assessment can be made of either or both the degree to which the speaker possesses each competency and the degree to which the speaker possesses public speaking competence in general.
8. *Provides descriptions of "competent" responses as anchors.* Each of the eight competency statements is accompanied by a descriptive statement of the criteria for judging each of the three degrees of competence.
9. *Is free of cultural bias.* Each competency is assessed with respect to the target audience and occasion. In other words, judgments are based upon the degree to which the behavior is appropriate to the "audience and occasion." As long as the evaluator/assessor bases judgments on these criteria, cultural bias should not become a factor.

NOTE: The purchaser of this manual is permitted to copy the speech evaluation form and the criteria for the competencies presented on the following pages in order to carry out any speech performance evaluation. With the purchase of the manual from NCA, any instructor or department or institution may reprint as many copies of the speech evaluation form as are needed by that instructor, department, or institution, without further permission of NCA.

IV. The NCA Competent Speaker Speech Evaluation Form

Course: _____ Semester: _____ Date: _____ Project: _____
 Speaker(s): _____

PRESENTATIONAL COMPETENCIES	RATINGS		
	Unsatisfactory	Satisfactory	Excellent
Competency One: CHOOSES AND NARROWS A TOPIC APPROPRIATELY FOR THE AUDIENCE & OCCASION			
Competency Two: COMMUNICATES THE THESIS/SPECIFIC PURPOSE IN A MANNER APPROPRIATE FOR THE AUDIENCE & OCCASION			
Competency Three: PROVIDES SUPPORTING MATERIAL (INCLUDING ELECTRONIC AND NON-ELECTRONIC PRESENTATIONAL AIDS) APPROPRIATE FOR THE AUDIENCE & OCCASION			
Competency Four: USES AN ORGANIZATIONAL PATTERN APPROPRIATE TO THE TOPIC, AUDIENCE, OCCASION, & PURPOSE			
Competency Five: USES LANGUAGE APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Six: USES VOCAL VARIETY IN RATE, PITCH, & INTENSITY (VOLUME) TO HEIGHTEN & MAINTAIN INTEREST APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Seven: USES PRONUNCIATION, GRAMMAR, & ARTICULATION APPROPRIATE TO THE AUDIENCE & OCCASION			
Competency Eight: USES PHYSICAL BEHAVIORS THAT SUPPORT THE VERBAL MESSAGE			

General Comments: _____ Summative Scores of Eight Competencies: _____

The NCA Competent Speaker Holistic Speech Evaluation Form

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: _____			

Source: Morreale, S., Moore, M., Surges-Tatum, D, & Webster, L. (2007) *The competent speaker speech evaluation form* (2nd ed.). National Communication Association. pp. 8-11.

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