

**CANADIAN PARENTS FOR FRENCH**  
**concours** d'art oratoire  
 Canada's French Public Speaking Contest



**CPF-BC & YUKON PROVINCIAL CONCOURS D'ART ORATOIRE SPEECH EVALUATION FORM**

**Judge:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_ **Category:** \_\_\_\_\_

**Title of speech:** \_\_\_\_\_

| <b>CRITERIA</b>  | <b>LEVEL 1<br/>WEAK<br/>1-2-3 POINTS</b>  | <b>LEVEL 2<br/>SATISFACTORY<br/>4-5-6 POINTS</b>   | <b>LEVEL 3<br/>VERY GOOD<br/>7-8 POINTS</b>   | <b>LEVEL 4<br/>EXCEPTIONAL<br/>9-10 POINTS</b>   |
|--|---|--|---|--|
| <p><b>PRESENTATION</b></p> <p>★ Posture<br/>           ★ Body language<br/>           ★ Eye contact<br/>           ★ Memorization</p> <p>Score: ____/10</p>  | <input type="checkbox"/> Little use of facial expressions and body language.<br><input type="checkbox"/> Delivery does not generate general interest.<br><input type="checkbox"/> Minimal eye contact.<br><input type="checkbox"/> Speech not well memorized.<br><input type="checkbox"/> Obvious trouble recovering from mistakes. | <input type="checkbox"/> Use of facial expressions and body language but distracting at times.<br><input type="checkbox"/> The delivery generates some interest.<br><input type="checkbox"/> Eye contact made intermittently.<br><input type="checkbox"/> Speech is somewhat memorized.<br><input type="checkbox"/> Has some trouble recovering from few mistakes. | <input type="checkbox"/> Use of appropriate facial expressions and body language most of the time.<br><input type="checkbox"/> Delivery generates enthusiasm and interest.<br><input type="checkbox"/> Eye contact made most of the time.<br><input type="checkbox"/> Speech memorized.<br><input type="checkbox"/> No apparent trouble recovering from a few mistakes. | <input type="checkbox"/> Use of appropriate facial expressions and body language at all times.<br><input type="checkbox"/> Delivery generates strong enthusiasm and interest.<br><input type="checkbox"/> Consistent use of eye contact.<br><input type="checkbox"/> Speech memorized.<br><input type="checkbox"/> No mistakes are made during the delivery. |
| <p><b>VOCAL EXPRESSION</b></p> <p>★ Pronunciation<br/>           ★ Articulation<br/>           ★ Fluency<br/>           ★ Pitch<br/>           ★ Audibility<br/>           ★ Rate of speech<br/>           ★ Use of pauses</p> <p>Score: ____/10</p> | <input type="checkbox"/> Speaker incorrectly pronounces many terms and often searches for words resulting in poor flow.<br><input type="checkbox"/> Pitch rarely used to convey emotion.<br><input type="checkbox"/> Volume too low or too loud.<br><input type="checkbox"/> Pauses not used or too long at inappropriate places.   | <input type="checkbox"/> Speaker does not always speak clearly and distinctively and occasionally searches for correct terms.<br><input type="checkbox"/> Pitch used a few times to convey emotion.<br><input type="checkbox"/> Volume uneven.<br><input type="checkbox"/> Pauses are used at times but may not be effective.                                      | <input type="checkbox"/> Speaks clearly and distinctively most of the time with no apparent hesitation.<br><input type="checkbox"/> Pitch often used to convey emotion.<br><input type="checkbox"/> Volume appropriate and adds emphasis and interest.<br><input type="checkbox"/> Pauses are used and at times improve dramatic effect.                                | <input type="checkbox"/> Speaks clearly and distinctively at all times with native-like fluency.<br><input type="checkbox"/> Pitch consistently used to convey emotion.<br><input type="checkbox"/> Volume always appropriate and varies to add emphasis and interest.<br><input type="checkbox"/> Pauses used often to improve dramatic impact.             |

| CRITERIA   | LEVEL 1<br>WEAK<br>1-2-3 POINTS  | LEVEL 2<br>SATISFACTORY<br>4-5-6 POINTS   | LEVEL 3<br>VERY GOOD<br>7-8 POINTS  | LEVEL 4<br>EXCEPTIONAL<br>9-10 POINTS  |
|--|--|---|---|--|
| <b>COHERENCE OF SPEECH</b><br><br>★ Organization<br>★ Sequence of content<br>★ Relevance and relationship of ideas<br>★ Creativity<br><br>Score: ____/10 | <input type="checkbox"/> Speech is lacking in organization.<br><input type="checkbox"/> Sequence of information not clear, no apparent order.<br><input type="checkbox"/> Minimal understanding of the topic.<br><input type="checkbox"/> Ideas are loosely connected and lacking clear transition.<br><input type="checkbox"/> Very few points are made in a creative way.  | <input type="checkbox"/> Speech is somewhat organized.<br><input type="checkbox"/> At times, the listener has to make assumptions about the sequence and relationship of ideas.<br><input type="checkbox"/> Good understanding of some parts of the topic.<br><input type="checkbox"/> Speech flows well using some points of transition.<br><input type="checkbox"/> Some points are made in a creative way. | <input type="checkbox"/> Speech is well organized.<br><input type="checkbox"/> Relevant information is mostly presented in a logical sequence.<br><input type="checkbox"/> Good understanding of the topic.<br><input type="checkbox"/> Speech flows well using good transitions.<br><input type="checkbox"/> Many points are made in a creative way. | <input type="checkbox"/> Speech is extremely well organized.<br><input type="checkbox"/> Relevant information presented in a logical sequence at all times.<br><input type="checkbox"/> Full understanding of the topic.<br><input type="checkbox"/> Speech flows very well using smooth transitions.<br><input type="checkbox"/> All points are made in a creative way. |
| <b>LANGUAGE</b><br><br>★ Vocabulary<br>★ Grammar<br>★ Structure<br><br>Score: ____/10  | <input type="checkbox"/> Uses basic vocabulary throughout the speech.<br><input type="checkbox"/> Makes many grammatical mistakes which obscure meaning.<br><input type="checkbox"/> Simple structures are used.   | <input type="checkbox"/> Uses basic vocabulary in parts of the speech.<br><input type="checkbox"/> Occasionally makes grammatical mistakes that obscure meaning.<br><input type="checkbox"/> Simple structures are used in parts of the speech.   | <input type="checkbox"/> At times, uses clear, concise, and descriptive language.<br><input type="checkbox"/> Makes grammatical errors but they do not interfere with the content.<br><input type="checkbox"/> Uses a variety of structures with occasional errors.   | <input type="checkbox"/> Throughout the speech, uses variety of clear, concise, and descriptive language.<br><input type="checkbox"/> The speaker makes no grammatical mistakes.<br><input type="checkbox"/> Accurately uses a variety of structures.  |
| <b>FORMULATION OF ANSWERS</b><br><br>Score: ____/10  | Has great difficulty or cannot answer the questions appropriately.<br><br>Answers but requires repetition and/or clarification.  | Is able to answer the question in a rudimentary fashion.  | Answers with ease, but fails to elaborate.  | Answers with ease, providing extensive yet appropriate explanation.  |
| <b>PENALTY</b><br><br>Penalty of _____ points to be subtracted from total score  | Length of speech: _____ (If over or under the allotted time: one [ 1 ] point for every 1-30 seconds over or under, two [ 2 ] points for every 31-60 seconds over or under, etc.)<br>Gestures: _____ (Excessive gestures will result in a penalty of up to three [ 3 ] points)<br>Opening expression used: "Chers juges, chers parents, chers professeurs et chers amis" _____ (Penalty: 1 point if expression was not used)<br>Name/school stated: _____ (Penalty: 2 points if name or school <b>was</b> stated in the speech)<br>Title of speech in the opening: _____ (Penalty: 1 points if title was <b>not</b> stated) |   |   |  |
| <b>TOTAL</b><br><br>____/50  | <b>COMMENTS:</b>   |   |   |  |