

**Niagara County 4-H Public Presentation  
Recitation/Dramatic Interpretation Evaluation Guidelines**

Presenter Name: \_\_\_\_\_

Presentation	1	2	3	4	5
<b>Introduction of topic</b>	No introduction	Abrupt, unclear or insufficient introductions	General and adequate introduction, introduces topic to audience, establishes connection with audience	Opening remarks creatively stimulate interest in the piece; explain background or context of piece; introduces characters, setting, historical significance and source of piece. Personal introduction included.	Introductory statement grabs attention and interest; creative yet clear and concise
<b>Gestures</b>	No use of gestures or over-done so as to detract from piece	Distracting gestures and mannerisms	Hand and body movements appropriate to content or character	Enhances piece; shows skill and forethought	Gestures appear normal and spontaneous; enhances points and transitions
<b>Conveys tone/mood</b>	Very flat delivery; No tone or mood created	Flat, lacks engagement, does not convey topic	Facial expressions, tone of voice and inflection conveys mood of piece or personality of character	Appropriate use of dramatic voice and tone; pulls audience	Message vastly enhanced by tone, carries audience
<b>Smoothness/Flow</b>	Very halting or much too fast delivery	Some faltering or over-long pauses, or occasionally too fast	Pace and pauses used appropriately	Excellent use of pauses and drama enhance overall flow; appropriate pauses at transitions between explanation and recitation	Outstanding pacing; Enhances recitation; Conveys character; Excellent use of pauses as transitions
<b>Articulation</b>	Poor articulation throughout piece; Mispronunciations	Some inarticulate words	Words pronounced clearly and appropriately for piece; Inflection appropriate	Excellent articulation ~ enunciates complex words clearly; conveys character	Outstanding enunciation and inflection; Fluency in delivery; Conveys character
<b>Appropriate Length</b>	Consider the subject matter: Does the presentation adequately cover the topic in the time allotted? Could this presentation have used more or less time? Scoring 1 - 4 based proportionately on effective use of time.				Presenter uses adequate amount of time in proportion to subject matter; Not to exceed 15 minutes

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<b>Proper Use of Aids</b>	Reads from notes	Too heavy reliance on notes; Long pauses	Notes or book used for quick reference only; Use of aids does not interfere with flow	Minimal use of cards as cues	Outstanding memorization
<b>Conclusion</b>	No concluding statement; abrupt ending	Simple closing statement, no conclusion	Simple concluding statement	Prepared audience for ending; clear concluding statement	Prepared audience for ending; reinforced central idea; clear ending with sense of completion.

SUBJECT	1	2	3	4	5
<b>Appropriate for age and experience</b>	Inappropriate	Too simple or too challenging	Well suited to age of speaker	Challenges presenter; well executed	Well beyond expected
<b>Stimulates audience interest</b>	Very dry; Audience restless	Some interest generated	Presenter is engaged with audience and generates interest in audience	Engages audience and maintains interest throughout	Carries audience
<b>Appropriate understanding of subject</b>	Fail to show understanding of subject matter	Lacked understanding of subject matter	Adequate understanding of subject matter	Above average understanding of subject matter	Extensive knowledge of subject matter
<b>Content: Documented</b>	No reference to content documentation	Content/documentation not clearly communicated	References verbally cited	Reference verbally and visually cited	References cited, present and listed on a handout

Presenter	1	2	3	4	5
<b>Appearance</b>	Not applicable	Usually not given	Usually not given ~ consider if shoes are untied, etc.	Well groomed; neat, clean, appropriate attire for public speaking. <b>START HERE</b>	Extra thought and effort given to appearance; dressed to coincide with topic of presentation; color coordinated; Went above and beyond general expectations
<b>Eye contact</b>	Does NOT establish eye contact	Seldom made eye contact; occasional eye contact	Established eye contact with one or two people in the audience; may gaze over the tops of the audience's heads; Looked down at times	Established eye contact with entire audience; moved head to include more than one or two people	Excellent use of eye contact; Established and maintained eye contact with entire audience throughout piece.

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Presenter	1	2	3	4	5
<b>Voice volume &amp; rate</b>	Voice too soft, barely audible; rate too fast or too slow	Voice not clear; inconsistent rate; voice drops off; Soft, quiet; Doesn't project	Voice clear, projects well; Does not drop off; No unplanned pauses	Voice clear, distinct; projects well with appropriate volume	Voice very clear, distinct; projects and modulates tone to enhance specific points.
<b>Posture</b>	Leans or hides	Posture communicates discomfort	Stands straight and erect; Posture changes to reflect character	Assured and confident	Confident body language enhances character and piece
<b>Poise</b>	Appears nervous; Unsmiling	Appears somewhat uneasy; Smiles occasionally	Appears generally calm; Exhibits no obvious signs of nervousness; i.e. pulling at sleeves, playing with pointer, in a habitual manner	Appears calm; Relaxed; Conveys confidence and is comfortable in front of audience.	Appears calm, relaxed, personable; Engages audience with confident demeanor; sustains audience's interest and is comfortable
<b>Enthusiasm inflection</b>	Presenter show no enthusiasm	Some enthusiasm shown; needs much more	Presenter conveys personal interest and enthusiasm for piece	Clear enthusiasm shown throughout piece as shown in attitude and inflection	Infectious enthusiasm displayed and felt throughout piece as displayed in attitude and inflection
<b>Fielded questions adequately</b>	Unable to respond in any way to questions	Hesitant, unsure of answer. Lacks confidence in knowledge	Responds accordingly to question; Could respond with "I don't know"	Repeats the question; answers correctly. A response of "I don't know but will attempt to find out" is preferable	Repeats question, gives clear, accurate response; may use many responses if more than one question is asked; May show desire to seek out unknown answers or give possible sources

