

Rehearsal Assignment Part B: Self-Evaluation Student Examples

The objective of Part B of the rehearsal assignment was to have students value the pre-planning and post analysis of a speech assignment. After completing Part A (video recording a rehearsal of the Informative Speech #1, Career Speech at the east campus speech lab), and then delivering the Career Speech in front of classmates for formal grading, students wrote an analysis paper reflecting on the rehearsal, in-class delivery, and peer feedback. The self-evaluation comprised of 13 questions divided into five categories (see Self-Evaluation Questions, Informative Speech #1).

Listed below are a few examples from student papers.

Content and Organization

“The content issues I corrected from the rehearsal speech to the speech delivered in class were developing supporting ideas, transitional elements, and oral citations.”

“The rehearsal was really bad. I had to calm down, reorganize my thoughts....I had to redo my entire speech so that it could make sense and flow better.”

Delivery

“My classmate critiques (all of them) said I did not refer to my visual aid enough. After watching my speech, I realized I really only did point to it one time when I could have referred to it multiple times to get my point across.”

“The swaying and fidgeting I did not even notice I was doing it until I watched the rehearsal tape. I practiced in a mirror and in front of my family to correct the stiffness and being overly fidgety. I also practiced picturing my audience and visualized myself performing in front of them.”

Greatest Weakness

“My greatest weakness in the rehearsal speech was not making eye contact. I was successful in correcting this when delivering my speech in class by practicing over and over again.”

“I had no confidence while delivering it in my rehearsal speech...I went home and practiced saying it in front of a mirror to see if I looked confident. I also said it in front of a group of my friends. I think after I said my speech a few times I become more comfortable and more confident.”

Greatest Strength

“My organization and voice inflection were my greatest strengths. The critiques also supported this strength describing my speech as ‘well organized’ and ‘easily understood’.”

“My greatest strength in my rehearsal was having my points fully developed including having the research to support them. I believe it was also my greatest strength in my class delivery because I knew it was important to have them developed so the audience could follow what I was talking about.”

What Next?

“To be better relaxed during the next speech I will use the relaxation exercises such as deep breathing, imagining the class while practicing, trying to remain calm and meditate.”

“I don’t plan to write so many words on my note cards because I found that it actually confused me more.”

“I think when I am prepared I am confident, and when I believe in myself then the audience will believe in me as well.”