

# Evaluating a Speaker's Argument

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

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10



## Quick Review

Focus on evaluating a speaker's claims, reasoning, and evidence. Strong test answers are precise, purposeful, and supported by the wording of the task.

## PRACTICE

Answer each question. Choose the best answer for multiple-choice items and write complete short responses.

- Which choice BEST demonstrates evaluating a speaker's claims, reasoning, and evidence?
  - The speaker is confident, so the argument is proven.
  - The speaker's strongest evidence is the attendance data from three years, not the single story about one student.
  - The funniest example is the best evidence.
  - The claim is true because the speaker repeats it.
- Which revision best applies evaluating a speaker's claims, reasoning, and evidence? Original: The speaker says clubs help everybody because my friend likes art club.
  - The speaker should support the claim with participation data, survey results, and examples from more than one club.
  - The speaker says clubs help everybody because my friend likes art club.
  - The speaker is confident, so the argument is proven.
  - The funniest example is the best evidence.
- A student is working on this task: A speaker argues for free breakfast at school. Which choice would be MOST effective?
  - The speaker is confident, so the argument is proven.
  - The funniest example is the best evidence.
  - Check whether the evidence is relevant, sufficient, and from a reliable source.
  - The claim is true because the speaker repeats it.
- Which explanation best describes why the stronger choice works?
  - It is longer than the other choices, so it must be better.
  - It uses complicated words even if they do not fit.
  - It avoids evidence so the reader can decide alone.
  - It is specific, relevant to the task, and controlled by evaluating a speaker's claims, reasoning, and evidence.



5. Which next step would most strengthen the student's work?
  - A. Add an unrelated personal story.
  - B. Separate reasons from evidence before judging the claim.
  - C. Replace precise words with vague ones.
  - D. Remove the clearest evidence.
6. Which mistake should the student avoid?
  - A. Accepting irrelevant evidence because it sounds emotional.
  - B. Checking that each choice fits the audience.
  - C. Using evidence that directly supports the point.
  - D. Rereading the sentence after revising it.
7. Which answer is too vague to earn full credit?
  - A. It works because it applies evaluating a speaker's claims, reasoning, and evidence to the exact task.
  - B. It is stronger because the evidence is relevant and sufficient.
  - C. It is better because it sounds good.
  - D. It improves clarity without changing the meaning.
8. Which habit best supports accuracy on this type of question?
  - A. Choose the first familiar word.
  - B. Ignore the audience and purpose.
  - C. Pick the longest answer every time.
  - D. Read the whole sentence or task before choosing an answer.
9. Name one relevant and one irrelevant piece of evidence for a speech about school gardens.  

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10. Explain what makes evidence sufficient in a spoken argument.  

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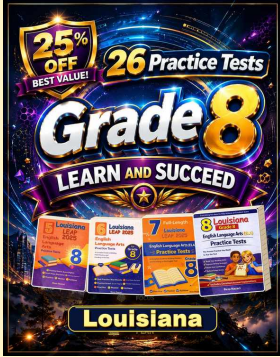
# Answer Keys

<p>1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p>	<p>6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="text" value="See below"/></p> <p>10 <input type="text" value="See below"/></p>
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Explanations	
<b>1. B</b>	The correct choice demonstrates evaluating a speaker's claims, reasoning, and evidence clearly and precisely.
<b>2. A</b>	The revision improves the original while preserving its intended meaning.
<b>3. C</b>	The correct choice fits the task and gives the writer or speaker a concrete move to make.
<b>4. D</b>	Length and difficult vocabulary do not make an answer strong; relevance and control do.
<b>5. B</b>	The best next step improves clarity, support, or control of the skill.
<b>6. A</b>	The correct answer names a common error that weakens this skill.
<b>7. C</b>	A test response must explain the reason, not merely praise the answer.
<b>8. D</b>	Careful reading prevents attractive but wrong choices.
<b>9.</b>	<b>Answer:</b> Strong answers should explicitly use evaluating a speaker's claims, reasoning, and evidence, stay specific, and explain the reason for the choice. Use exact wording from the text or task, then explain your reasoning.
<b>10.</b>	<b>Answer:</b> Strong answers should include a corrected example or explanation that preserves meaning while improving evaluating a speaker's claims, reasoning, and evidence. Use exact wording from the text or task, then explain your reasoning.



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