

# EVALUATION FORM

## Distinguished Toastmaster—First Speech

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

**Speech Title** \_\_\_\_\_

### Purpose Statements

- The purpose of this project is for the member to demonstrate his or her skills as a leader and a public speaker.
- The purpose of this **first speech** is for the member to introduce his or her plan and vision.

### Notes for the Evaluator

The member completing this project is working to achieve his or her Distinguished Toastmaster award. The member is contributing a great deal of time and effort to complete a project that benefits an organization.

About this speech:

- The member will deliver a well-organized, well-executed speech about the plan to complete the project of his or her design.
- The member may speak about the plan for the entire project or share an aspect of the plan.
- The member should strive to achieve exemplary ratings on every evaluation criteria for this speech.
- You are responsible for evaluating the member's speech, not the project he or she will complete.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

## EVALUATION FORM – Distinguished Toastmaster—First Speech

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
<b>Clarity:</b> Spoken language is clear and is easily understood					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Plan:</b> Communicates all or part of the project plan					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

# EVALUATION FORM

## Distinguished Toastmaster—Second Speech

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 8 – 10 minutes

Speech Title

### Purpose Statements

- The purpose of this project is for the member to demonstrate his or her skills as a leader and a public speaker.
- The purpose of this **second speech** is for the member to share some aspect of his or her experience completing the project.

### Notes for the Evaluator

The member completing this project is working to achieve his or her Distinguished Toastmaster award. The member contributed a great deal of time and effort to complete a project that benefited an organization.

About this speech:

- The member will deliver a well-organized, well-executed speech about the project he or she designed, implemented, and completed.
- The member may speak about the entire project or share an aspect of it and the end result.
- The member should strive to achieve exemplary ratings on every evaluation criteria for this speech.
- You are responsible for evaluating the member's speech, not the project he or she completed.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

## EVALUATION FORM – Distinguished Toastmaster—Second Speech

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
<p><b>Clarity:</b> Spoken language is clear and is easily understood</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Vocal Variety:</b> Uses tone, speed, and volume as tools</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Eye Contact:</b> Effectively uses eye contact to engage audience</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Gestures:</b> Uses physical gestures effectively</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Comfort Level:</b> Appears comfortable with the audience</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Interest:</b> Engages audience with interesting, well-constructed content</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:
<p><b>Topic:</b> Communicates some aspect of the impact, process, or other substantial part of his or her project</p> <p style="text-align: center;"><b>5                  4                  3                  2                  1</b></p>					Comment:

# EVALUATION CRITERIA

## Distinguished Toastmaster

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

### Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

### Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

### Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

### Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

### Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

### Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

### Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

### Plan (first speech only)

- 5 – Presentation of the project plan is comprehensive and exemplary
- 4 – Gives an excellent presentation on all or part of the project plan
- 3 – Communicates all or part of the project plan
- 2 – Mentions the project plan but focuses on other topics
- 1 – Speaks about topic other than some aspect of the project plan

### Topic (second speech only)

- 5 – Delivers an exemplary speech about some aspect of the impact, process, or other substantial part of his or her project
- 4 – Delivers an excellent speech about some aspect of the impact, process, or other substantial part of his or her project
- 3 – Communicates some aspect of the impact, process, or other substantial part of his or her project
- 2 – Mentions some aspect of the impact, process, or other substantial part of his or her project, but focuses on other topics
- 1 – Speaks about topic other than some aspect of the impact, process, or other substantial part of his or her project

