



# EVALUATION AND FEEDBACK

LEVEL 1 PROJECT



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TOASTMASTERS  
**PATHWAYS**  
— learning experience —

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**TOASTMASTERS INTERNATIONAL**

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# PART 1: EVALUATION AND FEEDBACK

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Just like delivering a speech, preparing to evaluate will help you build confidence. To prepare, use the resources at your disposal. Base Camp has many tools to help you before and after you deliver an evaluation.

If you haven't already done so, log in to Base Camp and visit the Speech Evaluations page to review the "How to Evaluate" tutorial.

## INTRODUCTION

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The benefit of any effective evaluation is in the way it is applied. It can be challenging to accept negative—or positive—feedback. As a Toastmaster, evaluating others, being open to evaluations yourself, and applying feedback to enhance your abilities as a public speaker and leader are crucial skills to develop.



To facilitate your evaluations, it can be helpful to develop the habit of saving completed evaluation resources in a single file. On Base Camp, you have a "My Documents" file available to you. It is an excellent place to store your completed evaluations for consideration later and to see how much you have grown over time. To locate this file, log in to Base Camp and select the "My Feedback" button. Once there, choose "E-Portfolio" from the menu bar and select Documents. You will find several files for your use.

Members rely on each other's evaluations to develop their speaking skills. Communicating constructive feedback to your fellow Toastmasters is just as important as receiving and implementing feedback yourself.

In this project, you will learn strategies to effectively receive feedback and apply it to improve your public speaking and leadership skills. You will also learn how to deliver tactful and constructive feedback. You will gain an understanding of how to identify the type of feedback an individual requires and expects, the importance of using positive language in feedback, and the difference between feedback and advice.

## YOUR ASSIGNMENT

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**Purpose:** The purpose of this project is to practice applying feedback and serve as a speech evaluator during a club meeting.

**Overview:** This project includes **two** 5- to 7-minute speeches. Choose any topic for your first Evaluation and Feedback speech. After your speech, carefully review your feedback.

At a future club meeting, present your second Evaluation and Feedback speech. You may create a new speech, revise your first Evaluation and Feedback speech, or present your first Evaluation and Feedback speech again if you are focusing on speech delivery feedback.

Your second speech should reflect some or all of the feedback you received after your first Evaluation and Feedback speech.

Finally, after you have completed both speeches, serve as an evaluator at a club meeting and deliver constructive feedback about another member's presentation.

Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



**Video:** Sign in to Base Camp to watch a video that supports this project.



**Interactive Activity:** Sign in to Base Camp to complete an interactive activity.



**Resource:** Sign in to Base Camp to view this resource online.



**Weblink:** Return to your digital project when you see this icon to link to a website or Base Camp location.



**For all assignment details and requirements, review the Project Checklist on page 18.**

# ASSESS YOUR SKILLS



Evaluate your current skill level by rating each statement.

Select the appropriate number based on your skills today:

**5**                      **4**                      **3**                      **2**                      **1**  
**EXEMPLARY**        **EXCEL**                **ACCOMPLISHED**    **EMERGING**        **DEVELOPING**

Pre-Project					Statement	Post-Project				
5	4	3	2	1	I deliver tactful and constructive feedback.	5	4	3	2	1
5	4	3	2	1	I focus on using positive language when delivering feedback.	5	4	3	2	1
5	4	3	2	1	I recognize the need to be open to receiving feedback about my performance.	5	4	3	2	1
5	4	3	2	1	I am able to implement feedback received from others.	5	4	3	2	1
5	4	3	2	1	I am engaged and respectful while watching and listening to a presentation.	5	4	3	2	1
5	4	3	2	1	My method is to share observed information, instead of advice.	5	4	3	2	1
5	4	3	2	1	I recognize how this project applies to my life outside of Toastmasters.	5	4	3	2	1

# COMPETENCIES

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The following is a list of competencies that you will learn and practice in this project.

- ▶ Deliver tactful and constructive feedback.
- ▶ Use positive language when delivering feedback.
- ▶ Understand the need to be open to receiving feedback.
- ▶ Implement feedback in future projects.
- ▶ Show respect by staying engaged with the speaker's presentation.
- ▶ Accept feedback from evaluators.
- ▶ Acknowledge the importance of being open-minded.

## PART 2: SUCCESS BEGINS WITH ACCEPTING FEEDBACK

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Accepting a constructive evaluation is an integral part of improving as a public speaker and leader. During your Toastmasters journey, there are numerous opportunities to grow from the responses of the audience and feedback from evaluators, teammates, and other leaders.

### REVIEW YOUR EVALUATION RESOURCES

Even before you write your speech, reviewing your evaluation resource while thinking about what you want to gain and how you would like to improve puts you on a stronger path to reach your goals. You can find them within each project, and on the Speech Evaluations and Tutorials and Resources pages on Base Camp.

### COMMUNICATE WITH YOUR EVALUATOR

If you can, communicate with your evaluator before your speech and share the specific skills you want to develop. The more specific you are, the more likely your evaluator is to provide information that will be helpful to you.

An evaluator's first responsibility is to provide fair, constructive feedback in a positive way. As a speaker, your responsibility is to hear it and work toward taking action to apply the feedback you find useful. Always treat your evaluators with respect and courtesy and thank them for their time and effort.

## HOW TO RECEIVE FEEDBACK

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Receiving feedback from an evaluator can be uncomfortable. Remember what you can gain from the process. Your evaluation is your opportunity to receive insight on your skills in order to improve.

In club meetings, evaluations are given with the purpose of supporting each member in achieving personal goals. Your evaluator shares their opinion based on your speech, the evaluation criteria, and the goals you established at the outset of your presentation. How you apply the feedback to your future speeches is your responsibility.



## PREPARE FOR YOUR EVALUATION

Before your first speech for your Evaluation and Feedback project, communicate with the Vice President Education, your mentor, or any trusted member of your club to learn about the evaluation process your club prefers.

Learning the process can help you set your expectations. You can then make requests if there is something you would like that your club does not always do.

Your written evaluations are a great way to track your progress over time. Plan on having your evaluation resource available to email or post in your online meeting chat, or printed to bring with you if your club is meeting in person at a location.

Preparation and planning will help your evaluator meet your goals for each evaluation.

There are steps you can take to make the most of your time with your evaluator.

### **Get the most from your evaluation**

Your evaluator is sharing their point of view on your speech. Stay calm and engaged to get the most from the feedback.

### **Focus on your speech**

Listen carefully and remember feedback is about your speech, not you as a person. If you begin to feel insecure, write down some questions you can ask later to clarify comments.

### **Keep feedback in perspective**

Suspend all judgment or reaction to what you hear. Staying focused during the evaluation speech can be challenging if you feel surprised, disappointed, or even elated.

### **Create a tool for future success**

Take notes so you can recall your evaluator's evaluation speech as you begin to plan your next speech and how you will apply feedback.

### **Plan ahead**

Once you have your evaluation, ask your evaluator, mentor, or even a friend in your club to help you narrow down your feedback to reasonably actionable items.

## **APPLYING FEEDBACK**

After your evaluation, you may be ready to jump right in and revise your speech for your next scheduled speaking time or you may need some space to think everything through.

The assignment for this project asks you to deliver a second speech and be evaluated by the same evaluator if that is possible. If this can be done, it will give you a sense of continuity and help the evaluator focus on those skills they identified for improvement, and you decided to build based on their feedback.

The goal of the assignment is for every speaker to learn how to identify effective feedback and apply it.

Acknowledging feedback is important and the ability to accept it an invaluable skill.



Meet the goal of the assignment and your personal goals by thinking clearly about how you will apply feedback to your next speech.

## **CHOOSE ONE SKILL**

You might find a way to take every tiny detail of your evaluation and apply it to your next presentation, but that would be an overwhelming task for most speakers.

Instead, consider your feedback carefully and set aside anything that feels too overwhelming or discouraging. You can come back to any feedback you skip during the development of a later speech or project.

Choose one skill or behavior, maybe two, to work on as you prepare and practice your next speech.

## **CREATE SPACE TO LEARN**

If that means you will choose to focus on something other than the topic or concern your evaluator talked about the most, that is up to you. Meeting your personal goals, even if those goals differ from the goals your evaluator laid out for you, is your prerogative.

Choose a skill or goal that feels doable and then communicate that decision to the person who will be evaluating your next speech.

There is a place on the Evaluation Resource for you to write it down so you can share your thoughts even if you don't have the opportunity to communicate directly with your evaluator before your speech.

## **DEFINE YOUR GOALS**

Regardless of what you work to improve, be clear to yourself and your next evaluator what skills you are working to develop.

For example, your last evaluator may have pointed out that your movement seemed frenetic or that you were too still. To apply that feedback when you deliver your next speech, concentrate on purposeful movement. Consider how you can use your hands, or gesture to enhance the content of your speech.

Focusing on a single behavior or skill can actually help build others. Presentation skills are linked in many ways. For example, moving in a more controlled way may contribute to regulating your speed so you avoid speaking too fast or slow.

## **SEPARATE CONTENT FROM DELIVERY**

Evaluators consider two overarching skill sets—speech delivery and speech content. For example, there are questions on every evaluation about speech content that ask the evaluator to consider if a speech engaged the audience.

Your last evaluator may have mentioned that your content was lacking in some way—too short, or on a topic that did not resonate with your audience.

If your goal is to improve your speeches by developing stronger content, ask yourself if your speech can be revised or if you need to start again.

## **STAY IN THE PRESENT**

Your Toastmasters journey, like your learning, is yours. Focus on improving your next speech by considering the feedback you received and applying it to the best of your ability.

Some skills are likely to come quickly, and others take more time. Keep in mind that the more often you hear a certain type of feedback, the more you may need to be sure to work toward developing that skill, even if it feels unnecessary or like something you've mastered.

Keep your focus on your current speech and improvements you can make. Every speech is a new opportunity to learn and increase your skills.

It isn't always easy to hear or apply feedback, but it is that process that will make you the speaker you want to be.

## **PART 3: HOW TO BE AN EFFECTIVE EVALUATOR**

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As you move from speaker to evaluator, remember what it felt like to be on the receiving end of an evaluation. It can be hard to hear someone else's point of view about the work we complete. It is no easier for the person you evaluate than it is for you. In fact, it may even be harder because of their personality or circumstances.

Take time to really think about how you communicate. This section will help you learn how to craft meaningful feedback in a constructive way.

Your club is likely full of people who have delivered many evaluations. Some may even be expert. Listen to what they say when they deliver their evaluation speeches and if you can, take a moment to seek their advice before you deliver your first speech evaluation.

### **THE DIFFERENCE BETWEEN FEEDBACK AND ADVICE**

It is important to understand the difference between providing feedback and offering advice. Feedback is information, while advice is an opinion. Most Toastmasters evaluations are based primarily on feedback. The evaluator gives the speaker information about what they observed. This helps the speaker to learn how they are being perceived.

To further illustrate the difference between advice and feedback, each piece of advice below has been paired with a piece of feedback. Notice the subtle differences between the two.

ADVICE	FEEDBACK
Don't be so scared.	I noticed that you were shaking.
You need to stand up straight.	I observed that your upper body was tilted forward.
You have to speak up.	I had trouble hearing you.
You need to improve your eye contact.	I saw that you were averting your eyes from the audience.
You didn't move enough.	I noticed you remained still and in one place when you spoke.

## UNDERSTANDING OBJECTIVES



Prepare to evaluate a member's speech by understanding both the project competencies and the member's personal goals for the presentation.

You can find the competencies by visiting the Tutorials and Resources section and searching for the project the member will complete. All Pathways projects have a searchable project description and evaluation resource on Base Camp.

## EVALUATION TOOLS

Once you have the Project Description and Evaluation Resource, review the project assignment and evaluation criteria. These tools will help you identify and focus on the project competencies so you can provide an accurate evaluation. Pay close attention to the information the speaker provides, such as any specific skills they are working to master.

## COMMUNICATE

Use the Feedback page on Base Camp or another method approved by your club to communicate directly with the person you will be evaluating and ask any questions you may have about their goals and what you can do to support their effort.

Learning the speaker's goals in advance will help you improve the depth and quality of your evaluation.

## PROVIDE APPROPRIATE FEEDBACK

Provide feedback based on what you know about the speaker's public speaking ability and level of confidence. If the member is new to public speaking, focus more on what they are doing well. Boost a new speaker's confidence first, then note a few skills they need to develop.

Give an advanced speaker more feedback on ways to enhance their communication and leadership skills while still including positive remarks.

# PREPARE TO EVALUATE

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When giving feedback, present your observations in a positive manner.

## POSITIVE FEEDBACK



Studies show positive feedback leads to increased confidence and a greater likelihood of achieving goals. During a Toastmasters evaluation, bring attention to areas of the speech you thought were done well. Reinforce the speaker's effective behaviors.

Seek a balance that favors positive remarks over negative. If you are struggling to identify positive remarks, look to the areas the speaker indicated as their personal goals. For example, if they wanted to improve eye contact and did a good job, lead with a positive comment about successfully meeting that goal.

## CONSTRUCTIVE CRITICISM

Constructive criticism is the practice of pointing out areas that require improvement in a respectful way. Use the evaluation criteria for the member's chosen project to form the basis for your evaluation. Focus your attention on aspects of the presentation specified in the evaluation criteria and any the speaker specifically identified for feedback.



## **DELIVER YOUR EVALUATION**

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When you are evaluating, there are steps you can take to make sure your evaluation is effective.

During the speech, take notes when necessary, but be careful not to put all of your focus on note-taking. Give the speaker the respect and attention you would want to receive.

Start your evaluation by stating the observed behaviors in an honest, respectful way. Concentrate on the action, not the person. Use “I” messages when you give your feedback. “I” messages keep the focus on behaviors, not the person. “You were inspiring,” is about the person. “I observed how passionately and energetically you inspired the audience with your personal story,” is about the behavior.

### **AFTER THE MEETING**

After the meeting, ask the speaker if they need clarification or explanation on anything you said.

You may give advice if you are comfortable doing so. Your advice will vary depending on many factors. If you have completed the project and delivered the speech you evaluated, you can share your experience with the project while also addressing specific feedback about the speech the member delivered.

### **ONE-ON-ONE EVALUATION**

If you have the opportunity to provide a one-on-one evaluation, deliver it in person as soon as possible, while it is still clear in both of your minds.

Begin a personal evaluation by asking the speaker how they felt about the presentation. This gives them a chance to reflect on their performance before you give your feedback. It also tempers how you respond.

### **PERCEPTIONS**

If your perception was significantly different from the speaker’s (either good or bad), you may have to gently ask them to consider the possibility that their perception might be biased in some way.

### **BUILD CONFIDENCE AND SUPPORT GOALS**

Limit constructive criticism to two or three points. Keep the focus narrow in order to provide the member with small, attainable goals. Too much information adds stress and may dissuade the speaker from trying again.



For the following questions, select the best answer for each question.

1. Begin private evaluations by asking the speaker how they \_\_\_\_\_.

- could have improved their performance
- were able to read the audience
- felt about the presentation
- did compared to other speakers that day

2. When giving feedback, use \_\_\_\_\_ to keep the focus on the issues.

- vocal variety
- "I" messages
- body language
- advice

3. Start your evaluation by stating \_\_\_\_\_ in an honest, respectful way.

- the biggest mistakes
- your expertise in this area
- the observed behaviors
- a better approach to the material

Answers: 1. felt about the presentation; 2. "I" messages;  
3. the observed behaviors

## PART 4: PREPARE FOR YOUR ASSIGNMENT

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### CONSIDER EACH STEP

Many Pathways project assignments include activities beyond the delivery of a single speech. For Evaluation and Feedback there are five vital steps:

- ▶ Write and deliver an original speech on any topic. This is speech one of your Evaluation and Feedback project
- ▶ Receive an evaluation
- ▶ Identify feedback from your evaluation to apply to speech two of your Evaluation and Feedback project
- ▶ Plan and prepare for your second speech by reviewing your first speech, revising it, or writing a new one
- ▶ Clearly define the feedback from your speech one evaluation you will apply to speech two and decide how you will apply it
- ▶ Evaluate another club member's speech

### COMMUNICATE

Communication will facilitate your success in every part of the assignment for this project. Before your first speech, communicate with your evaluator if at all possible. After your speech, ask questions so you are sure you understand your feedback. You might consider asking about the evaluation process as well. When you are the evaluator, connect with the speaker you will evaluate to be sure you understand their project, speech, and goals.

## TAKE YOUR TIME

Allow yourself the time you need between steps. In some clubs, scheduling speeches can take time; in others, you may be able to set a second speaking date right away. Be sure you give yourself enough time to digest the feedback you received and plan your next presentation in order to gain as much as possible from the experience.

Like learning any new skill, applying feedback effectively takes time and effort.



## REVIEW AND APPLY

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Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- ▶ How does accepting feedback help you develop your speaking skills?
- ▶ Why is it important to be tactful and constructive when delivering feedback?
- ▶ What is the difference between the feedback you would give a new or inexperienced member and the feedback you would give an experienced public speaker?
- ▶ How does body language impact the tone of feedback?
- ▶ What is the value of receiving feedback?
- ▶ Why is it important to stay engaged while another member is making a speech?
- ▶ What is the difference between feedback and advice?
- ▶ How does remaining open-minded help you develop your public speaking skills?

Take a moment to visit the [Speech Evaluations](#), [Tutorials and Resources](#), and [Feedback](#) pages on Base Camp. You can link to them directly from the Review and Apply screen in your digital project or log in to Base Camp and follow the links from your home page.



## COMPLETE YOUR ASSIGNMENT

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Now that you have read through the project, plan the first step in your assignment by preparing your first speech.

**Review:** Return to page 3 to review your assignment.

**Organize:** Use the Project Checklist on page 18 to review the steps and add your own. This will help you organize and prepare your assignment.

**Schedule:** Work with the Vice President Education to schedule your first speech and plan your second.

**Prepare:** Prepare for your evaluation. Review the resources on pages 18–28 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

**Plan:** Work with your club officers to schedule a time to be a speech evaluator. In some clubs, you may need to wait for this step. In the interim, you can move on to another project. When you have fulfilled the role, return to this project and complete “Assess Your Skills--After”.



## PART 5: COMPLETE YOUR PROJECT

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Select your topic and write speech one for your Evaluation and Feedback project. Consider your topic carefully. If you can, develop strong content that will resonate with your audience. By focusing on content first, you are more likely to have speech evaluation feedback on your delivery that you can concentrate on for speech two of your Evaluation and Feedback project instead of having to revise or write an entirely new speech.

### BEFORE YOU MOVE ON

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Be sure you have completed all components of this project. Once you do, it will show “Complete” in your transcript on Base Camp.

If you have:

- ▶ Reviewed all the material in the Evaluation and Feedback project
- ▶ Planned, practiced, and delivered speech one of your Evaluation and Feedback assignment
- ▶ Received your evaluation and planned speech two of your assignment. Both speech one and speech two of the assignment must be delivered and evaluated before your project is complete.
- ▶ Served as speech evaluator during a club meeting
- ▶ Responded to every statement in the “Assess Your Skills—After” activity in your digital project. (This project has seven statements. When you are done, you will see a comparison of your responses to the “Assess Your Skills—Before” screen.)

Congratulations! You have completed your Evaluation and Feedback project and are ready to move on to your next project.

# PROJECT CHECKLIST

## Evaluation and Feedback

**Purpose:** The purpose of this project is to practice applying feedback and serve as a speech evaluator during a club meeting.

**Overview:** This project includes **two** 5- to 7-minute speeches. Choose any topic for your first Evaluation and Feedback speech. After your speech, carefully review the feedback you received from your evaluator.

At a future club meeting, present your second Evaluation and Feedback speech. You may create a new speech, revise your first Evaluation and Feedback speech, or present your first Evaluation and Feedback speech again if you are focusing on feedback you received on how you delivered your first Evaluation and Feedback speech.

Your second speech should reflect some or all of the feedback you received after your first Evaluation and Feedback speech.

Finally, after you have completed both speeches, serve as an evaluator at a club meeting and deliver constructive feedback about another member's presentation.

### This project includes:

- ▶ **Speech one:** A 5- to 7-minute speech on any topic
- ▶ **Speech two:** A 5- to 7-minute speech on any topic, that incorporating at least some of the feedback received from speech one. This may be the same speech as speech one, a revision of that speech, or an entirely new speech depending on feedback and your goals.
- ▶ **Speech Evaluator:** Serve as a speech evaluator

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Schedule your speech with the Vice President Education.

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Write your first speech for this project.

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Rehearse your speech.

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- Present your first speech.

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- Schedule your second speech with the Vice President Education. Remember, the evaluator of your first speech must evaluate your second speech. If the same evaluator is unavailable, share their feedback with a second evaluator.

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- Write your second speech for this project. Incorporate the feedback your evaluator provided after your first speech. You may present the same speech again, revise it, or write a new speech.

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- Rehearse your second speech.

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- Present your second speech.

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- Volunteer to be a speech evaluator at a club meeting after you have completed both speeches. Coordinate this with your Vice President Education in advance of a club meeting.

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- After you have completed all components of the assignment, log in to complete the second portion of your self-assessment on the “Assess Your Skills—After” screen.

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# EVALUATION FORM

## Evaluation and Feedback—First Speech

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

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Speech Length: 5 – 7 minutes

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

### Purpose Statements

- ▶ The purpose of this project is to practice applying feedback and serve as a speech evaluator during a club meeting.
- ▶ The purpose of this speech is for the member to present a speech and receive feedback from the evaluator.

### Notes for the Evaluator

If you know you will be the evaluator ahead of the meeting, communicate with the speaker to learn about them and their goals for their first Evaluation and Feedback project speech. Be sure to set aside enough time in your schedule to meet with the speaker after their speech to review the evaluation and answer any questions they may have.

The member has spent time writing a speech to present at a club meeting.

About this speech:

- ▶ The member will deliver a well-organized speech on any topic.
- ▶ Focus on the member's speaking style. Be sure to recommend improvements that the member can apply to the next speech.
- ▶ The speech may be humorous, informational, or any style the member chooses.
- ▶ The member will ask you to evaluate their second speech at a future meeting.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

## EVALUATION FORM – Evaluation and Feedback—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:
5	4	3	2	1	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
5	4	3	2	1	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
5	4	3	2	1	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	

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

# EVALUATION FORM

## Evaluation and Feedback—Second Speech

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

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Speech Length: 5 – 7 minutes

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

### **Purpose Statements**

- ▶ The purpose of this project is to practice applying feedback and serve as a speech evaluator during a club meeting.
- ▶ The purpose of this speech is for the member to demonstrate their ability to deliver an effective, respectful speech evaluation speech.

### **Speaker identified feedback to observe during this speech**

**Speaker:** To help your evaluator meet your goals, identify at least one change you have made to your speech or delivery based on your first Evaluation and Feedback project speech evaluation.

### **Notes for the Evaluator**

During the completion of this project, the member:

- ▶ Received feedback about their first speech
- ▶ Worked to apply the feedback to a second speech

About this speech:

- ▶ The member will deliver a well-organized speech on any topic and incorporate feedback from their previous speech evaluation.
- ▶ The member may choose to present the same speech, a revision of their first Evaluation and Feedback speech, or a new speech.

### **General Comments**

You excelled at:

You may want to work on:

To challenge yourself:



## EVALUATION FORM – Evaluation and Feedback—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	
<b>Clarity:</b> Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
5	4	3	2	1	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
5	4	3	2	1	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	
<b>Applied Feedback:</b> Feedback from first speech is applied to second speech					Comment:
5	4	3	2	1	

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

**Applied Feedback**

- 5 – Delivers an exemplary second speech with feedback from first speech appropriately applied
- 4 – Delivers an excellent second speech with feedback from first speech appropriately applied
- 3 – Feedback from first speech is applied to second speech
- 2 – Some feedback from first speech is applied to second speech, but needs improvement
- 1 – Little or no feedback from first speech is applied to second speech

# EVALUATION FORM

## Evaluation and Feedback—Evaluator Speech

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

Date \_\_\_\_\_

Evaluator \_\_\_\_\_

Speech Length: 2 – 3 minutes

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

### **Purpose Statements**

- ▶ The purpose of this project is to practice applying feedback and serve as a speech evaluator during a club meeting.
- ▶ The purpose of this speech is for the member to deliver constructive feedback on another member's presentation.

### **Notes for the Evaluator**

It is recommended that the member evaluating this portion of the project be a proven, exemplary evaluator.

- ▶ Presented a speech on a topic, received feedback from an evaluator, and incorporated that feedback into a second speech

About this speech:

- ▶ The last portion of this assignment is for the member to serve as an evaluator at a club meeting.
- ▶ The member will deliver an engaging and constructive evaluation of another member's speech. They will also demonstrate proper meeting etiquette by being fully engaged during all speeches.
- ▶ The member may choose to take notes during the speech they are evaluating.

### **General Comments**

You excelled at:

You may want to work on:

To challenge yourself:

## EVALUATION FORM – Evaluation and Feedback—Evaluator Speech

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

<b>5</b> EXEMPLARY	<b>4</b> EXCELS	<b>3</b> ACCOMPLISHED	<b>2</b> EMERGING	<b>1</b> 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>Delivery:</b> Delivers tactful, constructive feedback					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Engaged:</b> Engages while others are speaking during the Toastmasters meeting					Comment:
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

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

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**Interest**

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

**Delivery (speech must fall within 2-to 3-minute time requirement to score 3 or higher)**

- 5 – Delivers exemplary feedback that is tactful and constructive
- 4 – Delivers excellent feedback that is tactful and constructive
- 3 – Delivers tactful, constructive feedback
- 2 – Delivers feedback that is tactful, but could be more constructive or helpful to the speaker
- 1 – Delivers feedback that lacks tact, is not constructive

**Engaged**

- 5 – Exemplifies the qualities of an outstanding audience member while all others are speaking
- 4 – Fully engages while others are speaking for the entire Toastmasters meeting
- 3 – Engages while others are speaking during the Toastmasters meeting
- 2 – Engages for some speakers but not all
- 1 – Shows limited interest or engagement when others are speaking

