



Evaluation and Feedback

Level 1 Project



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TOASTMASTERS
PATHWAYS
— learning experience —

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Evaluation and Feedback

About Evaluation and Feedback

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.

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.

About Project Resources

This project includes 4 resources. You can view and print your evaluation resources or review the tools provided to support the successful completion of your assignment.

Every project in Pathways includes resources that are always found in the first section. Watch for references to the Research Worksheet and Speech Outline Worksheet as you work through your learning.

An interactive version of the Project Checklist can also be found in the Complete Your Assignment section of each project. An interactive digital speech evaluation form is available on Base Camp for your convenience as well as that of your evaluator. You will find a tool to send a link to both the digital and downloadable and printable versions of the evaluation form for your speech directly from the Complete Your Project section in every project.

Project Checklist

Evaluation Resource—First Speech

Evaluation Resource—Second Speech

Evaluation Resource—Evaluator

Part 1: Get Started

In Part 1, you will find an introduction to the project, your assignment, an activity to assess your current skills, and the project competencies.

Introduction

In this section, you will find an introduction of some of the most important concepts in communication, learning, and leadership: receiving and applying feedback.

Complete Know-Wonder-Learned

This activity will support you in considering what you already know about giving and receiving an evaluation, how much you understand about applying feedback, how to make the most of your speech evaluations, and what you can do to develop your skills as a speech evaluator.

Prepare to Be an Evaluator

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, visit the Resources page on Base Camp and review the How to Evaluate tutorial.

Introduction and Assignment

Introduction

To facilitate your evaluations, it can be helpful to develop the habit of saving completed evaluation resources in a single location. On Base Camp, digital versions of all evaluation forms are available on the Evaluation Feedback section of the Feedback page. If your evaluator uses the digital form, their completed evaluation will show there as well.

If your evaluator prefers to use a downloadable and printable evaluation form, you can scan or save the file and save it on Base Camp by accessing the Resource page and selecting My Documents.

Both locations allow you to store your completed evaluations for consideration later and to see how much your skills have grown over time.

Your Assignment

The Evaluation and Feedback project has a unique format. Be sure to review each step.

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

Overview: This project includes two 5- to 7-minute speeches.

Speech 1: Choose any topic for your first Evaluation and Feedback speech. After your speech, carefully review your feedback.

Speech 2: 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.

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

Evaluate: 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.

Learning in Evaluation and Feedback



Assess and Reflect

To assess and track your knowledge, complete the activity below by listing what you already know and what you wonder about the topic today. Add up to five items to each list. After you complete your project, you will have an opportunity to review your answers and add what you have learned.

Know

For example: I know how to deliver tactful and constructive feedback.

Wonder

For example: I wonder how to define my method of sharing observed information instead of advice.

Competencies

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 Feedback

In Part 2, you will find a discussion of how to receive and apply feedback and suggestions for how to prepare for your evaluation.

The Purpose of Evaluation

In this section, you will learn the ways that accepting a constructive evaluation can be 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 the evaluation resource for that assignment and thinking about what you want to gain and how you would like to improve puts you on a stronger path to reaching your goals.

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

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 gives you their opinion based on your speech, the evaluation criteria, and the goals you established at the outset of your presentation. Applying 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, 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.

Get the Most From Your Evaluator

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 the same 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 that 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.

Take Practical Steps

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

Be Selective

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

Save Some for Later

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.

Keep it Simple

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

Create Space to Learn

Meet Your Goals

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 decision.

Select Achievable Goals

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

Communicate

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

Be Clear

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

Identify Specific Skills

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 gestures to enhance the content of your speech.

Specific Skills Contribute to the Whole

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 and Delivery

Content Matters

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.

Consider Previous Feedback

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

Revise When Needed

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

Value Your Point of View

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.

Pay Attention to Repeated Feedback

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.

Recognize Opportunity

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

Work Through Discomfort

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

In Part 3, you will find important information about how to prepare for and deliver an evaluation.

Empathy Matters

This section includes a discussion about evaluating others. 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 connection to their speech, circumstances, or other factors.

Consider Your Words Carefully

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

Learn From Experts

Your club is likely full of people who have delivered many evaluations. Some may even be experts. 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.

Prepare to Evaluate

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 and consider how you can make statements that offer feedback without giving advice.

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.



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 and other details for the project in the project description and evaluation resource.

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

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. You may contact them through Base Camp or use any method acceptable to them and approved by your club.

Learning the speaker's goals in advance improves the 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.

Deliver Your Evaluation

Staying Positive

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

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.



Watch a video on Base Camp to learn more.

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.

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.

Giving Advice

You may give advice if you are comfortable doing so. Your advice will vary depending on many factors.

Your Personal Experience

If you have completed the project and delivered the speech you evaluated, you can share your personal 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 the speech is still clear in both of your minds.

Listen First

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. Use the speaker's response to determine 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.

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: Plan Your Assignment

In Part 4, you will review what you have learned and begin the steps to complete your assignment.

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.
- 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 that 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 the 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

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 My Documents, 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



Project Checklist

Now that you have read through the project, plan and prepare your speech or report. First, review your assignment.

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 incorporates 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

The following list includes tasks for this project. Please remember, your project is unique to you. You can use the checklist here or complete the digital version in your project on Base Camp.

Schedule your speech with the Vice President Education.

Write your first speech for this project.

Rehearse your speech.

Present your first speech.

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.

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

Rehearse your second speech.

Present your second speech.

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.

When all components of your assignment are finished, complete your self-reflection by adding what you have learned to the last column of the Know-Wonder-Learned activity.

Evaluation Criteria – First Speech



Review the criteria for the evaluation in this project. Your evaluator will use the following scale:

5 – Exemplary 4 – Excels 3 – Accomplished 2 – Emerging 1 – Developing

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 Criteria – Second Speech



Review the criteria for the evaluation in this project. Your evaluator will use the following scale:

5 – Exemplary 4 – Excels 3 – Accomplished 2 – Emerging 1 – Developing

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

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- 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 Criteria – Evaluator Speech



Review the criteria for the evaluation in this project. Your evaluator will use the following scale:

5 – Exemplary 4 – Excels 3 – Accomplished 2 – Emerging 1 – Developing

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

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- 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

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 – Shows limited interest or engagement when others are speaking
- 4 – Engages for some speakers but not all
- 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

Part 5: Reflect on Your Learning

In Part 5, you will go through the steps to complete your project, including the Learned section of the Know-Wonder-Learned activity.

Speech, Evaluation, Speech

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.

Complete the Learned Section of the Know-Wonder-Learned Activity

Once you have delivered your speech and received your evaluation, take a minute to add what you have learned while working through this project. You can add as many as five items.

Complete Your Project

- Know-Wonder-Learned activity
- Careful review of the Evaluation and Feedback project
- Deliver speech one for your Evaluation and Feedback assignment
- Receive your speech evaluation by a fellow club member
- Revise or rewrite, apply feedback, and deliver speech two for your Evaluation and Feedback assignment
- Serve as a speech evaluator at a club meeting

Complete Your Project



Once you have delivered your speech and received your evaluation, take a minute to review what you recorded under “Know” and “Wonder” in the Assess and Reflect section at the start of this project. Then add what you have learned while working through this project. Add up to five items.

Learned

For example: I learned how to focus on using positive language when delivering feedback.

Before You Move On

Review Your Learning

Review all the material in this project.

Deliver Your First Speech

Plan, practice, and deliver your speech.

Receive Your Evaluation

Receive your evaluation and complete any other tasks required by your club.

Deliver Your Second Speech

Plan, practice, and deliver your speech.

Serve as a Speech Evaluator

Before your project is complete, you must fulfill the role of speech evaluator during a club meeting.

Assess and Reflect

When all components of your assignment are finished, complete your self-reflection by adding what you have learned to the last column of the Know-Wonder-Learned activity.

Congratulations!

If you have completed every task, CONGRATULATIONS! You have completed your Evaluation and Feedback project and you are ready to move on to your next project.



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