

EVALUATION FORM

Introduction to Toastmasters Mentoring

Member Name _____ Date _____

Evaluator _____ Speech Length: 5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to clearly define how Toastmasters envisions mentoring.
- The purpose of this speech is for the member to share some aspect of a previous experience as a protégé.

Notes for the Evaluator

The member completing this project is developing an understanding of Toastmasters mentoring.

About this speech:

- The speech is about a time when the member was a protégé. It may be from any time in his or her life.
- The member may discuss any aspect of the protégé experience.
- The speech should not be a report on the content of the “Introduction to Toastmasters Mentoring” project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:



EVALUATION FORM – Introduction to Toastmasters Mentoring

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

5	4	3	2	1
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING

Clarity: Spoken language is clear and is easily understood 5 4 3 2 1	Comment:
Vocal Variety: Uses tone, speed, and volume as tools 5 4 3 2 1	Comment:
Eye Contact: Effectively uses eye contact to engage audience 5 4 3 2 1	Comment:
Gestures: Uses physical gestures effectively 5 4 3 2 1	Comment:
Audience Awareness: Demonstrates awareness of audience engagement and needs 5 4 3 2 1	Comment:
Comfort Level: Appears comfortable with the audience 5 4 3 2 1	Comment:
Interest: Engages audience with interesting, well-constructed content 5 4 3 2 1	Comment:
Topic: Shares personal experience as a protégé 5 4 3 2 1	Comment:

EVALUATION CRITERIA

Introduction to Toastmasters Mentoring

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
- 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

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

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

Topic

- 5 – Delivers an exemplary speech about experience as a protégé
- 4 – Delivers a compelling speech about experience as a protégé
- 3 – Shares personal experience as a protégé
- 2 – Mentions being a protégé but does not fully address
- 1 – Speaks on a topic other than experience as a protégé

