

EVALUATION FORM

Focus on the Positive

Member Name _____ Date _____

Evaluator _____ Speech Length: 2 – 3 minutes or
5 – 7 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to practice being aware of his or her thoughts and feelings, as well as the impact of his or her responses on others.
- The purpose of this speech is for the member to share his or her experience completing the project.

Notes for the Evaluator

During the completion of this project, the member recorded negative responses in a personal journal and worked to reframe them in a positive way.

About this speech:

- Listen for ways the member grew or did not grow from the experience.
- The member is not required to share the intimacies of his or her journal.
- The speech should not be a report on the content of the “Focus on the Positive” project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

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 54321	Comment:
Vocal Variety: Uses tone, speed, and volume as tools 54321	Comment:
Eye Contact: Effectively uses eye contact to engage audience 54321	Comment:
Gestures: Uses physical gestures effectively 54321	Comment:
Audience Awareness: Demonstrates awareness of audience engagement and needs 54321	Comment:
Comfort Level: Appears comfortable with the audience 54321	Comment:
Interest: Engages audience with interesting, well-constructed content 54321	Comment:
Topic: Shares some aspect of experience completing the assignment 54321	Comment:

EVALUATION CRITERIA

Focus on the Positive

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 some aspect of experience completing the assignment
- 4 – Delivers a compelling speech some aspect of experience completing the assignment
- 3 – Shares some aspect of experience about some aspect of experience completing assignment
- 2 – Mentions some aspect of experience completing the assignment but does not fully address
- 1 – Speaks on a topic other than some aspect of experience completing the assignment

