

Evaluation Form for Project 8202

Cross-Cultural Understanding

Member's Name

Speech Given Location

Date

Evaluator's Name

Speech Title

Length
5-7 mins.

Purpose Statement:

The purpose of this project is for the member to identify his or her own cultural identities and the stereotypes that impact others' perceptions of him or her.

Notes for the Evaluator:

The member completing this project has spent time identifying his or her own cultural identities and associated stereotypes. A culture is defined as a group with which a person associates. Some examples include country of origin, gender, being a member of a certain profession, religious affiliation, an animal lover, or a sports fan.

About this speech:

The member will deliver a well-organized speech.
The member will share some aspect of his or her cultural identity and the stereotypes that impact others' perceptions of him or her.
The speech may be humorous, informative, or any style the member chooses.
The speech should not be a report on the content of the "Cross-Cultural Understanding" project.

Written Evaluation of Speech **Comments to include:**

Purpose:

Did the speaker accomplish purpose of this Project?

Structure:

Was there an Introduction, Body and Conclusion?

Appearance: Body language and posture

Presence: Enthusiasm, comfort, audience control

Voice: Vocal variety, volume, pitch, pace, pauses

Content: Value, interest

Language: Diction, vocabulary

Audience: Response, effectiveness, action call

Comments: PIP = PRAISE + IMPROVE + PRAISE

P - Take Away/Value Received

I - My Suggestions for Improvement

P - What I liked Best

more on the back. 

Evaluation Form for Project 8202

→ CIRCLE the appropriate number. You may also want to write some comments here.

Clarity

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

Vocal Variety

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

Eye Contact

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

Gestures

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

Audience Awareness

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

Comfort Level

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

Interest

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

Topic

- 1 – Does not address any aspect of his or her cultures or the associated stereotypes
- 2 – Mentions some aspect of one or more of his or her cultures and the associated stereotypes, but does not fully address
- 3 – Addresses some aspect of one or more of his or her cultures and the associated stereotypes
- 4 – Presents a well-thought-out speech about one or more of his or her cultures and the associated stereotypes
- 5 – Gives an exemplary speech about one or more of his or her cultures and the associated stereotypes