

# Evaluation Form for Project 8204

## Toastmasters Mentoring

*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 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.

### **Written Evaluation 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. 

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