

Evaluation Form for Project 8313-1

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

Facilitation

- 1 – Facilitation is disorganized and meeting is ineffective
- 2 – Shows some facilitation skill, but needs improvement
- 3 – Facilitates group meeting well by keeping on task and honoring timeframe
- 4 – Demonstrates excellent skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus
- 5 – Demonstrates exemplary skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus

Manage Conflict

- 1 – Poorly manages or ignores conflict within the consensus group
- 2 – Conflict management can be improved
- 3 – Manages an conflict that arises with fairness and respect (select 3 if there is no conflict in the group)
- 4 – Sets an excellent example of managing conflict when it arises, showing value for every person in the group
- 5 – Sets an exemplary example of managing conflict, showing a high level of value for every person in the group

Inclusivity

- 1 – Makes little or no effort to include all members of the group who want to contribute
- 2 – Makes some effort to include all members of the group who want to contribute, but needs improvement.
- 3 – Ensures all members of group who want to contribute are able to speak
- 4 – Is consistently inclusive with all members of the group and supportive of all contributions
- 5 – Sets an exemplary example of inclusive, supportive leadership while guiding the group to consensus

Support

- 1 – Supports few team members or attempts to enforce a personal agenda
- 2 – Supports some team members, but not all
- 3 – Supports all team members, regardless of point of view
- 4 – Lends meaningful support to all ideas, including those that are not favored by the majority of the group
- 5 – Sets an exemplary example of valuing all input from all members to build the best possible culture for reaching consensus

Consideration

- 1 – Gives little credence to ideas, regardless of relevance
- 2 – Considers some ideas but ignores others, regardless of relevance
- 3 – Considers all ideas, regardless of relevance
- 4 – Sets an excellent example of valuing all ideas
- 5 – Sets an exemplary example of valuing all ideas and contributors throughout the process of consensus building

Evaluation Form for Project 8313-2 Reaching Consensus—Assignment Option 2

Member's Name

Speech Given Location

Date

Evaluator's Name

Speech Title

Length
5-7 mins.

Note: If the member chose to lead club members toward consensus during a Toastmasters meeting, then use the Evaluation Form for the first assignment option to complete your evaluation.

Purpose Statement:

- The purpose of this project is for the member to work with a group to practice reaching consensus on any topic.
- The purpose of this speech is for the member to discuss his or her experience leading a non-Toastmasters group toward consensus.

Notes for the Evaluator:

During the completion of the project, the member led a group toward consensus.

Listen for: A well-organized speech about his or her experience leading a group toward consensus. The speech may be humorous, informational, or any type of the member's choosing. The speech should not be a report on the content of the "Reaching Consensus" 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 8313-2

→ 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 – Is an 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 some aspect of his or her experience leading a non-Toastmaster group toward consensus
- 2 – Mentions some aspect of his or her experience leading a non-Toastmasters group toward a consensus, but does not fully address it
- 3 – Shares some aspect of his or her experience leading a non-Toastmasters group toward consensus
- 4 – Delivers an excellent speech about his or her communication style and the impact of that style on self or others
- 5 – Delivers an exemplary speech about his or her communication style and the impact of that style on self or others