

# Evaluation Form for Project 8316

## Understand Emotional Intelligence

*Member's Name*

*Speech Given Location*

*Date*

*Evaluator's Name*

*Speech Title*

*Length*  
5-7 mins.

### Purpose Statements

- The purpose of this project is for the member to cultivate an understanding of how his or her emotions impact relationships. It is also designed to help the member identify how others' emotions impact his or her emotional state.
- The purpose of this speech is for the member to share some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others.

### Notes for the Evaluator

During the completion of this project, the member spent a minimum of two weeks keeping a journal about his or her emotional responses to situations and people.

About this speech:

- The member will deliver a well-organized speech about his or her experience keeping a journal and/or will share the impact of having better awareness of his or her emotions and the emotions of others.
- The speech may be humorous, informational, or any style the member chooses. The style should be appropriate for content of the speech.
- The speech should not be a report on the content of the "Understanding Emotional Intelligence" 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**

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**I - My Suggestions for Improvement**

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**P - What I liked Best**

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more on the back. 

# Evaluation Form for Project 8316

→ 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 some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others
- 2 – Mentions some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others
- 3 – Shares some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others
- 4 – Delivers a compelling speech about some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others
- 5 – Delivers an exemplary speech about some aspect of his or her experience journaling emotions or being aware of emotions when interacting with others