|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SPEAKER’S NAME** | | | | | |  | **EVALUATOR** | |
| **MANUAL AND ASSIGNMENT** | | | | | |  | **DATE** | |
| **SPEECH TITLE**  **Courtesy of Joan Johanson, DTM, PID and “ah” Masters Club #2791** | | | | | |  | | |
|  | **Excellent** | **Very Good** | **Acceptable** | **Should Improve** | **Must Improve** |  | | |
|  | **RECOMMENDATIONS AND COMMENTS** | | |
|  |  | | |
| **Category (circle one)** | **Good** | | **Improve** |
| **PREPARATION**  **(Research, organization, rehearsal)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **SPEECH VALUE**  **(Original, interesting)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **MANUAL ASSIGNMENT**  **(Met project objectives)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **OPENING**  **(Attention getting, identified, purpose, led  into topic)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **BODY OF SPEECH**  **(Logical flow, ideas clear, points supported   by example)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **TRANSITIONS**  **(Smooth, easy to follow)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **CONCLUSION**  **(Effective)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **VOICE**  **(Volume, tone, rate, pitch, variety,  pronunciation, articulation)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **LANGUAGE**  **(Appropriate to topic and audience,  enunciation)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **MANNER**  **(Posture, confidence, assurance, sincerity,  enthusiasm)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **PHYSICAL ACTIONS**  **(Gestures, body movements, eye contact,  facial expressions)** | **1** | **2** | **3** | **4** | **5** |  | |  |
| **OTHERS**  **(Please specify)** |  |  |  |  |  |  | |  |

|  |  |
| --- | --- |
| **THE TEN ELEMENTS**  **OF**  **EFFECTIVE EVALUATION**   1. **Read the project objectives and evaluation guide** 2. **Confer with the speaker before the speech** 3. **Listen carefully** 4. **Recognize the speaker’s strengths** 5. **Provide verbal reward for improvement** 6. **Suggest positive directions for growth** 7. **Recommend alternative actions** 8. **Reinforce the speaker’s commitment to self-improvement** 9. **Be positive and supportive** 10. **Make the speaker feel good about themselves** | **This form contains evaluation categories, plus room for you to add additional categories, if appropriate. Each category is followed by a five-point rating scale and space for you to provide specific recommendations for improvement and comments.**  **1 = EXCELLENT; worthy of special praise**  **2 = VERY GOOD; the speaker’s ability in this category is above average for his/her level   of experience**  **3 = ACCEPTABLE; the speaker’s performance in this category is satisfactory**  **4 = SHOULD IMPROVE; the speaker should work to improve his/her performance in   this category**  **5 = MUST IMPROVE; the speaker’s performance in this category is a barrier to effective   communication and requires immediate attention**  **Select those categories in which improvement is both warranted and possible. Ask yourself, “In which category or categories can this speaker make the greatest amount of overall improvement in his *or* her next speech?”** |