

SPEAKER EVALUATION

ASSESSMENT BY PANEL DISCUSSION (Optional Procedure)

Speaker _____ Date _____

Speech Title _____

Time Requested _____ Time Taken _____

Evaluating Team _____

Note to the Evaluating Team:

The purpose of this form for evaluation is to provide a "speech clinic" for the benefit of the speakers. It gives each speaker a chance to benefit by the opinions and reactions of several Toastmasters.

Opinions differ. Individuals react differently. The speech which one Toastmaster pronounces as inadequate may have been very successful in the opinion of another Toastmaster.

You as an Evaluation-Team Member will help to give the speakers a cross section of the audience reaction.

Evaluation by Discussion (Dialogue):

Each Evaluation-Team Member will keep notes of his/her impressions of all the speakers, and of any other features of the meeting which need comment. Speakers should receive only positive responses from the Evaluation Team when the talk concerns the speakers beliefs or values. Negative responses should only be given to a speaker with positive suggestions for improvement.

At the close of the speech program, the General Evaluator, acting as chairman of the Evaluation team, will call on interested club members to discuss the meeting and will moderate the evaluation session. All Toastmasters present at the meeting should have an opportunity to participate in the evaluation of the session. There will be no discussion of any participant's opinion, and no judgements are to be made of the values in the speech.

To conserve time and create interest, make comments brief and do not repeat comments in detail. Discuss the speeches and the speakers frankly and impersonally. Do not dispute the opinions of other evaluators.

The General Evaluator, as a moderator, will ask leading questions of the group, such as:

1. Which of the speeches impressed you most, and why?

2. Which speeches did you enjoy most, and why?

3. Were you especially impressed by the opening or conclusion of any of the speeches?

4. Which speeches will you remember longest and why?

5. Circle any of the following descriptive words that can be applied to any of the speeches?

- | | |
|--------------|-----------------|
| 1. Inspiring | 4. Convincing |
| 2. Tiresome | 5. Entertaining |
| 3. Logical | 6. Scattered |

6. What improvement did you observe in each of the speakers?

7. What alternatives for improvement can you offer each speaker?

8. Was there anything in the leadership of the meeting (President, Toastmaster, Topicmaster, etc.) on which you care to comment?

These questions are to serve as examples only. Select only those questions which best serve your needs.

NOTE: There are no formal speeches of evaluation, and no evaluation form to fill out and hand the speaker in this method. The moderator will briefly summarize the opinions of the group and will not add any "new" opinions at this time.

Suggestions to the Evaluation Team:

The following check list is to guide you in listening and evaluation. Don't try to cover all criteria in all groups. Select only one group. Limit your discussion to only those criteria you think will be the most helpful to the speaker. Do not repeat any previous suggestions.

A speech may be assessed in three classes: (1) delivery, (2) preparation, and (3) closing. Some of the criteria for evaluating speech delivery are:

1. Voice—is the speaker pleasing to hear?
2. Enunciation—does the speaker talk clearly?
3. Modulation—does the speaker vary pitch, tone and frequency to prevent monotony?
4. Speed—does the speaker talk at the rate of approximately 125-160 words per minute depending upon his or her individual speaking styles?
5. Appearance—does the speaker present a physical appearance which is compatible with listeners' dress, the speech topic and the occasion?
6. Body language—does the speaker make use of appropriate facial expressions and gestures in support of the speech?
7. Posture—does the speaker stand in a manner which conveys confidence and is appropriate to the topic?
8. Distracting habits—does the speaker possess any distracting physical mannerisms or annoying speech patterns?
9. Organization—does the talk have an introduction with a stated purpose, a body or material in logical and rational order which supports ideas, and a closing which leaves listeners with the message?
10. Clear opening—does the talk begin by identifying the purposes and the means of attaining these purposes during the talk?
11. Emphasis on key facts and ideas—did the speaker stress key facts and ideas in a manner to aid listeners in identifying these statements and remembering them?
12. New terms defined—did the speaker define in simple language all possible words and expressions used in the talk which listeners might have a difficult time understanding?

The final class, closing the talk, is of equal importance with the previous classes. In the closing, the speaker should summarize objectives, main ideas and conclusions or emotionally direct listeners toward a positive action previously identified in the speech.

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