

EVALUATION FORM

Manage Projects Successfully—First Speech

Member Name _____ Date _____

Evaluator _____ Speech Length: 2 – 3 minutes

Speech Title

Purpose Statements

- The purpose of this project is for the member to practice developing a plan, building a team, and fulfilling the plan with the help of his or her team.
- The purpose of the **first speech** is for the member to give a short overview of the plan for his or her project.

Notes for the Evaluator

The member completing this project has committed a great deal of time to building a team and developing a project plan.

This is a 2- to 3-minute report on the member's plan. Listen for:

- An explanation of what the member intends to accomplish
- Information about the team the member has built to help him or her accomplish the plan
- A well-organized informational speech

General Comments

You excelled at:

You may want to work on:

To challenge yourself:



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For the evaluator: In addition to your verbal evaluation, please complete this form.

5	4	3	2	1	
EXEMPLARY	EXCELS	ACCOMPLISHED	EMERGING	DEVELOPING	
Clarity: Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	
Topic: Shares some aspect of his or her plan, team, or project					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Manage Projects Successfully

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

Topic – First Speech

- 5 – Delivers an exemplary speech about some aspect of his or her plan, team, or project
- 4 – Delivers a compelling speech about some aspect of his or her plan, team, or project
- 3 – Shares some aspect of his or her plan, team, or project
- 2 – Mentions some aspect of his or her plan, team, or project but does not fully address
- 1 – Speaks on a topic other than his or her plan, team, or project

Learning – Second Speech

- 5 – Exemplary speech gives value to some aspect of what the member gained from completing the project
- 4 – Well-organized speech focuses entirely on some aspect of what the member gained from completing the project
- 3 – Speech includes information about some aspect of what the member gained from completing the project
- 2 – Speech includes limited information about some aspect of what the member gained from the project
- 1 – Speech includes little or no information about some aspect of what the member gained completing the project

