EVALUATION FORM
Manage Change

Member Name _____   Date _____

Evaluator _____   **Speech Length:** 5 – 7 minutes

Speech Title	

Purpose Statements
- The purpose of this project is for the member to practice developing a change management plan.
- The purpose of this speech is for the member to share some aspect of a change management plan.

Notes for the Evaluator
During the completion of this project, the member developed a change management plan about any real or hypothetical change in his or her past or a current change that affects a group that he or she is part of (including the Toastmasters club).

About this speech:
- The member will give specific information about the plan.
- The speech may be any type, including humorous. It should not be a report on the content of the "Manage Change" project.

General Comments
You excelled at:

You may want to work on:

To challenge yourself:

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

5	4	3	2	1

Comment:

Vocal Variety: Uses tone, speed, and volume as tools

5	4	3	2	1

Comment:

Eye Contact: Effectively uses eye contact to engage audience

5	4	3	2	1

Comment:

Gestures: Uses physical gestures effectively

5	4	3	2	1

Comment:

Audience Awareness: Demonstrates awareness of audience engagement and needs

5	4	3	2	1

Comment:

Comfort Level: Appears comfortable with the audience

5	4	3	2	1

Comment:

Interest: Engages audience with interesting, well-constructed content

5	4	3	2	1

Comment:

Topic: Shares some aspect of plan for change

5	4	3	2	1

Comment:

Focus: Identifies a change in personal or professional life that can benefit from planning

5	4	3	2	1

Comment:

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

5 – Delivers an exemplary speech about some aspect of plan for change

4 – Delivers a compelling speech about some aspect of plan for change

3 – Shares some aspect of plan for change

2 – Mentions some aspect of plan for change but does not fully address

1 – Speaks on a topic other than plan for change

Focus

5 – Presents a well-defined change in personal or professional life and gives concise benefits of planning

4 – Presented a well-defined change in personal or professional life that can benefit from planning

3 – Identifies a change in personal or professional life that can benefit from planning

2 – Needs to better identify change in a personal or professional life that can benefit from planning

1 – Is unclear on a change in personal or professional life that can benefit from planning