

# EVALUATION FORM

## High Performance Leadership—First Speech

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

**Speech Title** \_\_\_\_\_

### Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **first speech** is for the member to introduce his or her plan and vision.

### Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, and meeting with a guidance committee. The member has not yet implemented his or her plan.

About this speech:

- The member will deliver a well-thought-out plan and an organized, engaging speech.
- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the “High Performance Leadership” project, but a presentation about the member’s plan and goals.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

# EVALUATION FORM – High Performance Leadership—First Speech

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

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

# EVALUATION CRITERIA

## High Performance Leadership—First Speech

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

# EVALUATION FORM

## High Performance Leadership—Second Speech

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

Speech Title

### Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **second speech** is for the member to share some aspect of his or her experience completing the project.

### Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, meeting with a guidance committee, and completing his or her envisioned project.

About this speech:

- The member will deliver an engaging speech about the project he or she completed.
- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the “High Performance Leadership” project, but a presentation about the member’s plan, goals, and experience completing a project of his or her choosing.

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

## High Performance Leadership—Second Speech

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 experience completing the components of the project
- 4 – Delivers a compelling speech about some aspect of experience completing the components of the project
- 3 – Shares some aspect of experience completing the components of the project
- 2 – Mentions some aspect of experience completing the components of the project, but does not fully address
- 1 – Speaks on a topic other than some aspect of experience completing the components of the project

