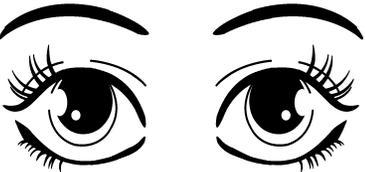


TAKE YOUR EVALUATION SKILLS TO A NEW LEVEL...BECOME A TOASTMASTER CHAMPION..



EVALUATE USING YOUR HEAD, EYES, HANDS AND HEART

| | |
|--|---|
| <p>SPEECH DEVELOPMENT</p>  | <ul style="list-style-type: none"> ➤ Preparation ➤ Organization, Structure <ul style="list-style-type: none"> • Opening • Body • Transitions • Support Material (Accurate, Relevant, Specific, Sufficient, Interesting) • Conclusion |
| <p>STYLE, DELIVERY</p>   | <ul style="list-style-type: none"> ➤ Hand gestures ➤ Use of floor ➤ Facial expressions ➤ Animation ➤ Eye contact ➤ Posture, Poise, Enthusiasm, Confidence ➤ Distractions ➤ Props ➤ Costume/Grooming ➤ Word Pictures in your Mind <ul style="list-style-type: none"> ➤ Vocal variety ➤ Rate of speech ➤ Pitch ➤ Emotional Tone ➤ Accents ➤ Dialogue ➤ Pauses ➤ Clear, Simple, Unaffected Language in Active Tense ➤ Imagery that Taps into the Senses (Taste, Smell, Hear, See, Touch) ➤ Use of Stories, humour |
| <p>IMPACT, SPEECH VALUE</p>  | <ul style="list-style-type: none"> ➤ Achievement of Purpose (Entertain, Inform, Inspire, Persuade) ➤ Topic Relevance ➤ Emotional Connection ➤ Speaker Conviction, Sincerity, Credibility ➤ Content Meaningful, Memorable ➤ Audience Reception |

THE POWER OF YOUR WORDING

Personalize your language and reinforce the idea that our evaluation is only our opinion by prefacing your comments with phrases such as "In my opinion, it would have been more effective if you had." Or "I felt..." Include the audience when you deliver an evaluation...you don't want to leave them out in this important educational session...and it takes the heat off the speaker!

| Sounds like a criticism... | Sounds like a suggestion... |
|--|---|
| "When you did . . . , it didn't work very well." | "It may work better if s/he tried to do it this way." |
| "You should. . ." | "Maybe s/he could try ..." |
| "It would have been better if . . ." | "I encourage him/her to work on ..." |
| "The audience didn't understand . . ." | "It would have helped me understand if" |

Sample Sentences (Address The Audience; Use the Speaker's Name) showing how the speaker was effective:

(He) opened strongly, started by painting a word picture with vivid detail

When (she) talked about the ____ incident, I could practically (see, smell, taste, hear...)

(She) supported the body of her speech with examples, illustrations, facts figures, which made her speech especially persuasive

I was especially impressed with __, which vividly illustrated her point.

(He) moved steadily to the conclusion. I found it uplifting and very emphatic—it opened my eyes to ____

Did you see the way (his) voice went from a whisper to GRR! He used the full scale (rate, volume, pitch) to emphasize his meaning. We can all learn from this

In my analysis, the qualities that made (his) speech stand out were—

Both (his) words and his delivery indicated (his) passion / level of commitment / sincerity, etc.)

(He) didn't over-walk the walk; he had very natural movements (gestures, expressions, body positioning) which he used effectively to reinforce points

(His) sentences were very smooth, mellifluous; there was no jerkiness at all

I appreciate (her) great energy and humor throughout, and the humor at end brought it all together. Incredible job

Today (he) wowed us with a great speech. Did you notice how his presence is one of his strengths? His use of gestures helped make the connection between (name) and the audience.

Sample Sentences outlining an Area of Opportunity (recommendation) to grow on. (Address the audience and the speaker...this is an education)

Next time (s/he) could try (costume, prop, visual aid) to bring the (excitement) even higher.

S/he had great material here. S/he might want to rethink the structure by ____

An area of opportunity is to consider (e.g., overhead, handout).

I appreciate the preparation s/he put into this presentation. It would have helped me if (e.g. the chart was larger so that everyone could easily see it).

His content is riveting, and he makes an excellent case for (____). He relied quite a bit on notes, which I feel took away from the message somewhat. I feel that passion will speak louder than the careful wording of one or two points. I recommend "winging it" for a more effective result.

If there was anything, I would just encourage ____ to slow down a bit, to incorporate (pauses) into the presentation to give everyone a chance to digest the ideas being presented.

S/he (paced, fidgeted, etc.), which is a distracting mannerism that detracts from the speech.

A lower voice makes a speaker more believable. I encourage ____ to work on speaking slower, which will help produce a lower voice.

If (s/he) spoke faster during (part of speech) s/he will enhance the desired urgency

Good for you for stepping out of your comfort zone. If you breathe deeply it'll help to shake off nervous jitters, and get you off to an easier start.

I noticed (she) had her hands (in pockets or clutching the lectern) especially at the beginning of the talk. We took the words more seriously when she relaxed a bit, and stood solidly and comfortably with hands to the side. One trick is to practice holding on to the side of your (pants, skirt) at the beginning to help you establish this new habit.

I'd like to suggest that (s/he) gestures naturally to show size, numbers, and excitement.

+/- Formula

1. Commendation:

(Speaker's **2nd best** skill, why it works)

2. Commendation:

(Speaker's **3rd best** skill, why it works)

**3. Recommendation for Next Time
or
'Area for Opportunity'**

+

-

4. Commendation

(Speaker's **very best** skill, why it works)
what I loved...

EVALUATION MINI SPEECH

ORGANIZING YOUR EVALUATION

1.SANDWICH

2.COD (Content, Organization, Delivery)

3.FLOW (Introduction, Body, Conclusion)

4.GLOVE (Gestures, Language, Organization, Voice, Enthusiasm)

5.HSF (Heard, Saw, Felt)

6.HEHEH – Head (Speech Development), Eyes, Hands, Ears (Style, Delivery, Voice, Language), Heart (Impact)

7.ANSVA (Attention)

Introduction

Capture the audience's attention with a strong, positive and imaginative opening.

Tell the audience what you are going to do: "Fellow Toastmasters and welcome guests. Today I will discuss the purpose of [speakers name] speech, present to you what I feel are the strong points, cover a couple suggestions for growth and close with a brief summary."

State the purpose of the speech. This you should get from the speaker's speech manual.

Cover the key points of the speech assignment objectives.

Body

Explain the basic objectives of the speech. Emphasize the positive points and if possible, praise improvements made since the speaker's previous delivery and presentation. Be specific in your suggestions; highlight only one or two areas for improvement; mention three or four positives per suggestion for improvement; highlight one excellent point. Whenever possible demonstrate how the speaker could improve.

Conclusion

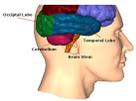
Conclude with a statement that will point out the value of the speech.

Indicate an appreciation of the opportunity to evaluate the speech.

Close with words of encouragement.

Possible summary: "To summarize, I feel your speech strengths were _____. Some suggestions for improvement are _____. I have really appreciated the opportunity to hear you speak. Thank you for the effort you have put in to [entertaining, informing, motivating, persuading] us."

The key is to give the speaker reasons to feel good about the performance.



The FLIP SIDE...IDEAS FOR IMPROVING A SPEECH: (Comment on *Why It Works* or WHY IT Detracted)

| |
|--|
| Use catchy title – Why? To get the audience thinking right away. |
| Capture attention immediately with a relevant, fresh quote, question, anecdote, or joke that supports your topic-- Why? To build mood, curiosity and suspense, draw people in, wake up audience and make them want to listen to see what happens next, to lead into topic, to provide a helpful preview of the content, logic and organization of the speech. |
| Clarify the purpose of your speech - Why? To pinpoint purpose clearly and succeed in your overall objective. To inform, persuade, entertain, humor, shock, call to action or inspire. |
| Have one strong, clear, interesting, narrow and specific focus - Why? To make sure audience doesn't miss the point. To ensure speech isn't overwhelming, yet is satisfying with sufficient coverage of topic (not too much, too little). Most listeners remember only three main ideas. |
| Structure with clear, consistent overall purpose - Why? To assist audience's understanding. To relate all the ideas together logically. To keep message clear, focused. To tighten the structure and avoid wasting audience time. |
| Follow each point immediately with support - Why? To make the central idea and purpose significant real. To avoid confusion. To build understanding and sympathy for speaker's position. To hold audience attention. To make / clarify / illustrate/ prove your point. To make points memorable. To surprise / engage / educate / motivate. To connect speech to experience of audience. To build credibility and impress/show the audience that you are thoughtful / sophisticated / serious / knowledgeable. Merely talking around the subject haphazardly will leave listeners confused. |
| Use smooth transitions - Why? To help preview what's coming. To help audience follow the train of thought/thread of reasoning. To make unity apparent, to provide continuity. |

| | | |
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| Speech Development – HEAD – What I Understood | Opening | Was the title catchy? Was the topic introduced clearly? Did the speaker have topic-credibility? Did the opening catch the attention and interest of the audience (Attention-getting “Zinger”- strategies: humorous story, quote, anecdote, provocative statement, intriguing question, etc.)? Did the opening preview the speech content/organization/purpose of the speech? Was the speech opening enthusiastic, energetic? |
| | Transitions | Did the speaker use words, phrases or actions to create effective bridges from one major point to the next? The transition can be denoted by a pause, change of tone, change of pace, props, and/or non-verbal language. Did the speaker use words, phrases or actions to create an effective bridge? |
| | Body | Were the main points clear, supported, logically organized/presented, easy to follow visual and or memorable? If so how? Was the central idea & purpose significant, clear, properly focused, and/or satisfying? Was the topic coverage sufficient (vs. too much, too little)? Was the reasoning sound & meaningful? Was the unity apparent (beginning, middle, end)? Was the structure appropriate to the content: (e.g., Simple Format –1, 2, 3; Good, Better, Best; Plus/Minus (Pros/Cons); Past, Present, Future; The ‘Yes...But’ Anecdotal, etc.) Was there repetition of ideas? |
| | Supporting Material | Were the ideas & supporting material combined thoughtfully for effect with smooth transitions? Did they add interest, clarify/prove a point/make points memorable/build credibility/surprise and/or educate? Were they accurate, relevant, specific, sufficient and/or interesting? Were there ample signposts to aid the listener? |
| | Conclusion | Did the conclusion summarize the speech and leave the audience with a good reason for having listened? What types of closing strategies were used (humorous story, main point's summary, call to action, quote, reiteration of opening, anecdote, etc.)? Was the speech conclusion succinct and memorable/ rousing /effective / climactic/dynamic? Did it reinforce the main claim of speech/ provide closure? Was it satisfying? Did the speaker project credibility (was the speaker perceived as credible) on the topic? Did the speaker overuse the emotional appeal? For a persuasive speech, did the speaker use either strong logic or strong emotional appeals—or both—to persuade your audience that their opinion is the correct one? |
| | Preparation | Was the speech researched? Did the speaker have a good understanding of the topic? Was the speech well rehearsed (does not read and/or almost no notes /without time gaps) |



The FLIP SIDE...IDEAS FOR IMPROVING A SPEECH: (Comment on *Why It Works* or *WHY IT Detracted*)

| |
|--|
| Dress appropriately - Why? To create strong visual image of confidence / professional presence. To add effects to speech to be appropriate and congruent with the message. |
| Control nerves - Why? To project confidence (sincerity/enthusiasm/professionalism/ conviction). To add excitement to delivery. To gain control of audience; they will catch your enthusiasm and be sympathetic to your cause. <i>Nervousness detracts from the message; it can affect voice quality.</i> |
| Use natural gestures - Why? To add colour. To accentuate/reinforce meaning. To promote the message. To engage/rivet audience. To make it easier to listen to. To avoid distraction. To project conviction and sincerity and your real self. To create your own distinctive trademark and gain authenticity. <i>Genuine enthusiasm stands out. Being spontaneous, rather than theatrical or forceful is effective in balance with quieter moments.</i> |
| Establish Eye contact - Why? To develop rapport/ affection and connect with audience. To make each person feel important. To gauge audience reaction. To adjust your message. To create more impact/influence/credibility. To demonstrate confidence, interest, friendliness, sincerity, honesty, and skillfulness. |
| Use floor - Why? To dramatize a point. To help audience focus on your message. To help burn up nervous energy. To turn tension into positive energy. |
| Add Visual aids - Why? To support the main point. To keep flow logical and smooth. To add effectiveness. To explain. To illustrate an idea. <i>A picture is worth 1000 words of description. Your most powerful prop is your smile - if you appear to be enjoying yourself, people will respond accordingly.</i> |
| Prepare - Why? To convey sincerity and credibility through the mastery of the subject. To communicate ideas rather than words. To convince audience ideas are important and memorable. To avoid distraction. To develop self-confidence. |
| Re-emphasize main points - Why? To confidently reinforce the main claim of the speech. To provide powerful closure with maximum effect. To leave listeners clear strong message, satisfied with the length and comprehensiveness of the speech. To leave a lasting impression. People tend to remember best what they hear last. |

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| Body Language – EYES – HANDS – What I Saw | Physical Appearance | Does the speaker present a physical appearance that is compatible with listeners’ dress, the speech topic and the occasion? Did added effects to speech (costume, grooming) contribute to the effectiveness of the speech? |
| | Lectern | Did the speaker need it? Could it have been replaced by a low table? Could it have been removed? |
| | Distracting Habits | Sometimes the subtle cues conveyed by the presenter’s body speak more powerfully about the speech topic than the speaker’s words and how they are delivered. Sometimes they can be so distracting that they overwhelm the message. Did the speaker have any distracting mannerisms? |
| | Facial Expressions | The speakers face helps convey the context in which the audience should place the words. Did the speaker convey the appropriate feelings and emotions (smiling, frowning, anger, disgust, happiness, sadness)? Did the expressions appear real or contrived? |
| | Eye Contact | Effective eye contact opens the flow of communication and conveys interest, concern, warmth, and credibility. Did the speaker express feelings and emotions through eye contact? Did the speaker make eye contact with people throughout the audience? Was the eye contact fleeting and sweeping or did audience members feel they were being spoken to directly? |
| | Posture | The speaker’s posture – how they hold their head, shoulders, legs, arms, and hips – communicates confidence, approachableness, professionalism and friendliness. Did the speaker’s posture convey confidence and was it appropriate to the topic? |
| | Presence | Did the speaker demonstrate openness toward the audience? Did the speaker show control of nerves/ confidence /enthusiasm /professionalism? |
| | Gestures | Body movements can reinforce the verbal message being delivered. Could every audience member clearly see the speaker? Did the speaker effectively use gestures to reinforce the message? Were the gestures suitably placed? Were there unconscious body movements and facial expressions that the speaker should be made aware of? Were there a variety of body movements? Effective, natural use of gestures; Body movements not distracting; Animation of movement |
| | Speaking Area | How well did the speaker utilize the speaking area? Did the speaker accentuate the meaning by moving purposefully? |
| | Visual Aids | What types of visual aids are used? Were the visual aids well prepared, set up for immediate or future use and suitable/ appropriate to the topic? Was the speaker comfortable using them? Was there a good variety? Did they cover the important points concisely? Were they accompanied by an informed & interesting explanation? Did the speaker use visual aids effectively? (Charts, diagrams, objects, etc. - to explain processes that can't be seen easily by the audience) |



The FLIP SIDE...IDEAS FOR IMPROVING A SPEECH: (Comment on *Why It Works* or WHY IT Detracted)

- Vary/modulate tone, pitch and loudness** - Why? To help people follow the speech. To support purpose. To reflect change of mood. To make people feel the emotion. To add emphasis. To avoid monotony. To bring life/ emotion/ into your speech. To emphasize your meaning and make it easy for audience to understand/grasp the full details. To avoid frustrating / tuning out the audience. To create interest and excitement. To emphasize mood shift, anticipate punch line. To illustrate various emotional reactions.
- Use vivid phrases/imagery** - Why? To reduce distractions. To make it easier/more exciting for audience to listen. To add power to your speech.
- Incorporate some humor** - Why? To refocus attention if mind wanders—especially in tedious parts. To reinforce points. To enhance meaning. To provide a break. To make material memorable or liven theoretical material. To dispel some of the seriousness of a subject. Most effective way to get people to listen/keep audience interested.
- Use relevant quotes** - Why? To illustrate an idea. To gain credibility/ more authority. To establish tone. To convince audience you are prepared / literate / well read. To motivate audience.
- Add personal stories** - To make a general statement more concrete and understandable. To set anticipation and encourage active listening. To make more personal, powerful, engaging. To make speaker a “real” person. To establish a connection, especially where you show vulnerability, rather than the ‘hero’ of your own story.
- Make it relevant** - To cater to audience needs. To add flavour to speech and make you “real” to the audience. *To persuade, you must always speak from audience point of view.*

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| Voice – EARS – What I heard | Clarity | Does the speaker pronounce the words clearly and correctly? Clear; Audible; Voice unmuffled |
| | Projection | Could the speaker be easily heard in the room? |
| | Quality | Is the speaker pleasing to hear? Well modulated; Free of monotony; accents |
| | Fluency | Did the speaker’s voice “flow” throughout the speech? |
| | Tone | Was the speaker’s manner of speaking consistent with the type of speech being delivered? |
| | Modulation | Did the speaker vary pitch and tone and frequency to prevent monotony? Varied in vocal pitch; |
| | Speed | Did the speaker appropriately vary the word rate? Were parts of the speech spoken too quickly or too slowly? Good/brisk speaking rate dynamic pauses |
| | External Noise | Is there external noise competing for the listener’s attention? |
| | Language, Logic and Clarity | Whether you agree or disagree with the ideas or statements made by the speaker during the speech is unimportant. But language, logic and clarity of ideas are the key factors when evaluating content Was the language varied? Was the language appropriate for the topic? Did the speaker define in simple language all words and expressions used in the talk which listeners might have difficulty understanding? Was the language appropriate to the audience’s education level and expectations? Was there a purpose, message or meaning for the audience to grasp? Were the examples concrete enough to clarify the points the speaker was making? Clear; Simple & unaffected Standard English in “oral” style (active vs. passive); Appropriate to topic; Vivid imagery that taps into the senses (taste, smell, hear, see, touch); Use of ‘active’ tense; dialogue |
| | Stories | Did the speaker make effective use of personal stories to connect emotionally / personally with the audience. |
| Humour | Did the speaker make use of relevant humour? | |
| Quotations | Did the speaker make use of relevant quotations to make emotional impact, support the message? | |



The FLIP SIDE...IDEAS FOR IMPROVING A SPEECH: (Comment on *Why It Works* or WHY IT Detracted)

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|---|
| <p>Have a definite point of view/convictions on your topic. Believe in your message and let your audience know that. Think passion and purpose. Be unique. Be yourself, not a clone of another speaker. Let the story make the point for you. Personalize your story. Why? To convey earnestness and passion. To build a connection and you gain credibility. To gain support. <i>Content makes the difference.</i></p> |
| <p>Persuade using the Monroe’s Motivating Sequence. Why? Start strong—the first impression sticks. To bring home the problem to the audience. To build a convincing case. To change audience perception. To motivate. To call to action. To show speaker takes this problem seriously and thoroughly understands its dimensions. <i>Audience perception of good character (good will, good sense, and good morals) is a big factor in persuasion.</i> To motivate audience. To cater to audience needs. To add flavour to speech and make you “real” to the audience. <i>To persuade, you must always speak from audience point of view.</i></p> |
| <p>Use humour. Create fresh humour from your own experiences. Why? To surprise, engage, connect with, and entertain the audience. To avoid the you-had-to-be-there-effect. To promote social bonding. <i>We all need to laugh to reduce stress, depression and heighten our sense of well-being and creativity.</i></p> |
| <p>Appeal to audience sense of pride and achievement.</p> |

| | | |
|--------------------------|---|---|
| Impact-HEART—What I Felt | Speech Value | Achievement of purpose: to entertain, inform, inspire, persuade Met project objectives; Ideas adapted & appropriate to assignment, audience & occasion Original; Interesting; Relevant; Meaningful; Evocative; Humorous; Memorable; Emotional Connection; Conviction; Sincerity; Topic relevance, (Value entertain, inform, inspire, persuade), Impact, connection, sincerity, memorable |
| | Emotion | Did the speaker convey emotions appropriate to the speech content? Was a proper/appropriate emotional register expressed? |
| | Reception | Did the audience appear to be engaged/interested/entertained? Did the speaker adapt the material to the audience (interests, skill levels, needs)? Did the introduction set the scene if you've designed your speech for another audience? |
| | Connections | Did the speaker interact with the audience? Did the speaker ask questions to find out audience member misconceptions or to find out what they already know? |
| | Relevance | Was the material adapted to the audience (interests, skill levels, needs)? Did the introduction set the scene? |
| | Inspire | Was it fun and fast moving? Did it focus attention on the audience, and make them feel good about themselves? Use positive reinforcement for motives. Illustrate good reason for change? Provide hope? Change behaviors through education—work on changing feelings and beliefs? Use evocative, memorable images? Use a wide variety and great number of visuals? Repeat important points? Admit your failures? Give stories about overcoming adversity to achieve a goal? Share your personal strategies of success? Illustrate your most profound thoughts with your own life experiences? Avoid being too intellectual? Close convincingly? Powerful, emotional ending and leave the audience? |
| | Inform | Was the message clear? Injected yourself as a player in the story? Used conversational language, repetition of words/phrases? Sprinkled with analogies and metaphors? Unexpected personal comments and insights? Original (interesting/relevant/meaningful/ humorous/ controversial/ refreshing/ authentic/ engaging/candid/thought-provoking) ideas? One good surprise for the end, used to tie all of the loose ends together? |
| | Persuade | Identified the need? Present a vision? Made it clear what you want audience to do? Showed people what’s in it for them (e.g. sell peace of mind, no insurance)? Asked questions? Used anecdotes? Avoided supplying too much information? Avoided preaching or lecturing? Used a strong combination of authoritative statistics/quotes research, authoritative and powerful visuals from several sources? Used simple, strong, punchy language. ? Used testimonies from people the audience respects? Used sight, sound and movement to appeal to as many senses as you can? Applied the rule of threes? Appealed to reason, common sense and emotion? Saved the strongest arguments reason, or best argument for last as a climax? Finished with a memorable, emotional flourish? |
| Entertain | Updated, personalized and localized, simple, clean jokes? Exaggerated the truth? Added important descriptive details? Made fun of yourself and had fun? Used gestures in unusual ways? Created suspense through flashbacks or foreshadowing? Set up the scene for contrasts? Used the element of surprise to advantage? Effective use of timing, rhythm, and the rule of threes? Allowed time for the laughs? | |

ANSVA (Attention, Need, Solution, Visualize, Action) Appropriate structure for a persuasive speech based on Monroe’s Motivated Sequence

| | |
|---|------------------------------------|
| Attention: Did the speaker get the attention of the audience using a detailed story, shocking example, dramatic statistic and quotations? | |
| Speakers Strengths | Suggestions for Improvement |
| | |
| Need: Speaker explains the problem; shows how it applies to the psychological need of the audience members and goes beyond simply establishing that there is a problem by establish its relevance to the audience. Speaker uses statistics and examples to convince the audience that they each have a personal need to take action. | |
| Speakers Strengths | Suggestions for Improvement |
| | |
| Solution: Speaker provides specific and viable solutions that government, communities or individuals can implement to solve the problem | |
| Speakers Strengths | Suggestions for Improvement |
| | |
| Visualization: Speaker gets the audience to visualize a positive and uplifting outcome if the solution is implemented or gets the audience to visualize the negative consequences if the solution is not implemented. Speaker is visual and detailed. | |
| Speakers Strengths | Suggestions for Improvement |
| | |
| Action: Speaker gives the audience a clear and specific call to action | |
| Speakers Strengths | Suggestions for Improvement |
| | |
| Overall – Speaker emphasizes, through logic and emotion, that the situation is solvable and gives the audience a clear call to action. | |
| | |