



# Speech Evaluation Worksheet



Evaluators speak from the lectern.

Speaker \_\_\_\_\_ Speech Type \_\_\_\_\_

## Follow the 4 steps to a good Speakers League evaluation!

- 1** State whom you are evaluating, and the goal of the speech (on next page or reverse of this form).
- 2** Mention strengths, or examples from the speech where the speaker met the stated goal of the speech.
- 3** Mention one or two areas for improvement (especially related to the goal of the speech) and recommendations for improvement. Do NOT criticize the areas the member has not learned yet.
- 4** Close on a positive note, mentioning or re-emphasizing notable areas of success.

### Examples of Positive Feedback

- I liked how you \_\_\_\_\_.
- \_\_\_\_\_ was particularly effective.
- You could tell the audience liked \_\_\_\_\_.
- \_\_\_\_\_ is one of your strengths.
- I also want to mention that your \_\_\_\_\_ was particularly good.
- I've noticed improvement in your \_\_\_\_\_.
- I was especially interested in the part \_\_\_\_\_.
- You showed a lot of confidence when \_\_\_\_\_.
- I'm looking forward to more of your speeches!

### Examples of Constructive Criticism

- I want to encourage you to \_\_\_\_\_.
- Try to \_\_\_\_\_ in future speeches.
- I'd like to see you \_\_\_\_\_ more.
- It can make a big difference if you \_\_\_\_\_.
- I feel that this speech succeeded more as a [visual aids] speech than as a [gestures] speech.

### What was strong? What needs work?

Check the "+" column if the speaker did an especially good job in an area, or the "-" column if this is an area for improvement that could be mentioned. Use these to help you develop your comments for steps 2 - 4.

+	(Do not simply run down the list during your evaluation.)	-
	High levels of <b>EYE CONTACT</b> .	
	<b>PACING</b> not too fast or slow.	
	Met time <b>ELIGIBILITY</b> requirement for the speech.	
	Adequate <b>VOLUME</b> level.	
	Did not show excessive <b>RELIANCE ON NOTES</b> .	
	Natural, <b>CONVERSATIONAL</b> style. (Did not sound like, or appear to be, reading a written report or story.)	
	Natural, high, broad <b>GESTURES</b> were used fairly constantly during the speech.	
	<b>VOCAL VARIETY</b> (power, pacing, pitch, and pauses) was used to add interest and meaning.	
	<b>VISUAL AIDS</b> were non-distracting and appropriate in terms of quantity and visibility.	

+	(Do not simply run down the list during your evaluation.)	-
	<b>ORGANIZATION</b> made the speech understandable and easy to follow.	
	Showed <b>SKILLS MATCHING THE SPEAKER'S LEVEL</b> .	
	<b>ORIGINAL</b> material. (Did not appear to be copied and pasted from other sources, e.g., Wikipedia.)	
	<b>MANAGED SPEECH NOTES</b> effectively	
	Had <b>PROFESSIONAL APPEARANCE</b> .	
	Speech was <b>ENTERTAINING</b> .	
	Speech was <b>INFORMATIVE</b> .	
	Effective use of <b>SPEAKING AREA</b> .	
	Adequately <b>MET THE GOAL</b> of this speech.	

Note: Speakers should read the complete description of their speech requirements, prior to beginning their speech preparation.

Level I speech goals						
<p>The goal of the <b>“GETTING TO KNOW YOU”</b> speech is to share information about yourself so the audience gets to know you better. The techniques we look for in this speech are eye contact, pacing, volume, and smoothness of delivery, indicating practice.</p> <p><i>[Note to Evaluator: Limit improvement suggestions to the shaded goals on the other side of this form.]</i></p>	<p>The goal of the <b>“GESTURES”</b> speech is to use natural, high, broad gestures fairly constantly throughout the speech. Other techniques we look for in this speech are eye contact, pacing, volume and smoothness of delivery, indicating practice.</p>	<p>The goal of the <b>“VOCAL VARIETY”</b> speech is to use power, pitch, pace, and pauses to add meaning and interest to your message. Other techniques we look for in this speech are eye contact, natural fairly-constant gestures throughout the speech, and smoothness of delivery, indicating practice.</p>	<p>The goal of the <b>“VISUAL AIDS”</b> speech is to use an appropriate number of well-practiced, meaningful visual aids to help the audience understand and remember what they hear. Other techniques we look for in this speech are eye contact, natural fairly-constant gestures throughout the speech, appropriate levels of vocal variety, and smoothness of delivery, indicating practice.</p>	<p>The goal of the <b>“ORGANIZING”</b> speech is to organize the presentation into a logical order or format that is clear to the audience. All other Level I skills should be utilized in this speech.</p> <p><i>(The speaker should provide his/her MLA formatted outline to the Chairperson and Evaluator before the speech.)</i></p>	<p>The goal of the <b>“SPEAKER’S CHOICE”</b> speech is to demonstrate overall speaking skills learned so far in this level. The topic and style are chosen by the speaker.</p>	<p>The goal of the <b>“CAPSTONE”</b> speech is to research an issue or topic and present a speech about it. The speaker should meet time eligibility, and rate satisfactory, or better, in all areas on the Club Chairperson’s evaluation form, demonstrating readiness for Level II.</p> <p><i>(The speaker should provide his/her MLA formatted outline to the Chairperson and Evaluator before the speech.)</i></p>
Level II speech goals						
<p>The goal of the <b>“OUTLINE”</b> speech is to deliver a speech from a printed MLA-formatted outline, only.</p> <p><i>A copy of the outline must be provided to the Chairperson and Evaluator before the speech.</i></p>	<p>The goal of the <b>“SINCERITY”</b> speech is to share your thoughts on a topic that is especially meaningful to you, in a serious way, that might inspire others to take up your cause.</p>	<p>The goal of the <b>“AUDIENCE PARTICIPATION”</b> speech is to significantly involve the audience in some way while presenting the speech. This speech must meet time eligibility to pass.</p>	<p>The goal of the <b>“TWISTED TALE”</b> speech is to tell a familiar fictional story, but give it a plot twist or different ending.</p>	<p>The goal of the <b>“GREAT ORATOR”</b> speech is to provide information about a famous speaker and deliver a section of a speech given by him/her. Also share with us why the speech was notable.</p>	<p>The goal of the <b>“ASSIGNED”</b> speech is to demonstrate overall speaking skills on a topic assigned by the Chairperson.</p>	<p>The goal of the <b>“SPEAKER’S CHOICE”</b> speech is to demonstrate overall speaking skills. The topic and style are chosen by the speaker.</p>
Level III speech goals (all of these speeches must meet time eligibility to pass)						
<p>The goal of the <b>“OUTSIDE THE BOX”</b> speech is to give a prepared speech on any topic, but present it without a lectern or table in front of you. The only notes permitted are those on one side of a 3” x 5” index card.</p>	<p>The goal of the <b>“MY SPEAKERS LEAGUE JOURNEY”</b> speech is to describe your own development as a public speaker and leader, while in your Speakers League club.</p>	<p>The goal of the <b>“DEBATE CASE”</b> speech is to present a structured, researched, debate case. A debate case is a speech laying out the reasons supporting one side’s point of view in a debate.</p>	<p>The goal of the <b>“MATH CLASS”</b> speech is to explain a mathematical concept (or concepts) that would be appropriate for your grade level, in a way that engages the audience. Use of visual aids is required.</p>	<p>The goal of the <b>“LAST MINUTE”</b> speech is to prepare within a two-hour time block, a speech on a topic that has been assigned by the Chairperson.</p>	<p>The goal of the <b>“MY FUTURE”</b> speech is to share your plans for supporting yourself, financially, 10 and 20 years in the future. Discuss the steps you need to take to achieve your goals, what challenges you expect to face, and why you chose this goal.</p>	<p>The goal of the <b>“SPEAKER’S CHOICE”</b> speech is to demonstrate overall speaking skills. The topic and style are chosen by the speaker.</p>
Level IV speech goals (all of these speeches must meet time eligibility to pass)						
<p>The goal of the <b>“HISTORY”</b> speech is to share information on an historical event or period, in a way that engages the audience.</p>	<p>The goal of the <b>“LOGICAL FALLACIES”</b> speech is to explain one or more logical fallacies (assigned by the Chairperson) to the audience in a way that is understandable to the audience. Includes a question and answer period.</p>	<p>The goal of the <b>“HUMOR”</b> speech is to get your audience smiling and laughing.</p>	<p>The goal of the <b>“PARENTS’ CHOICE”</b> speech is to demonstrate overall speaking skills. The parent(s) of the speaker choose the subject of the speech.</p>	<p>The goal of the <b>“TECHNOLOGY”</b> speech is to create a non-humorous informational video of 2 - 3 minutes, and post it publicly on the internet. Share your production during your speech and talk about the process and challenges of creating it.</p>	<p>The goal of the <b>“OFFSITE”</b> speech is to prepare and give a speech, of at least 5 minutes, to a non-Speakers League group of at least 10 people. The Offsite speech Should be video-recorded, or photographed. Show video excerpts or photos from your speech and describe your experience giving it.</p>	<p>The goal of the <b>“SPEAKER’S CHOICE”</b> speech is to demonstrate overall speaking skills. The topic and style are chosen by the speaker.</p>