

# EVALUATION FORM

## Reaching Consensus—Assignment Option 1

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

Evaluator \_\_\_\_\_ **Speech Length:** 20-minute exercise  
2- to 3-minute closing statement

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

Note: If the member chose to lead a non-Toastmasters group toward consensus, then use the Evaluation Form for the second assignment option to complete your evaluation.

### Purpose Statement

The purpose of this project is for the member to work with a group to practice reaching consensus on any topic.

### Notes for the Evaluator

Focus your evaluation on the member's ability to facilitate and maintain a discussion to reach consensus. The time is limited to a maximum of 20 minutes and at the end of that time, consensus may or may not be reached. Your evaluation is based on the process of reaching consensus and the member's ability to work well with a group.

**Listen for:** A well-facilitated discussion about the topic being discussed. The member should show respect for all ideas and contributions, regardless of their relevance. The member should give each team member an opportunity to speak.

### 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

<p><b>Facilitation:</b> Facilitates group meeting well by keeping on task and honoring timeframe</p> <p>5                  4                  3                  2                  1</p>	Comment:
<p><b>Inclusivity:</b> Ensures all members of group who want to contribute are able to speak</p> <p>5                  4                  3                  2                  1</p>	Comment:
<p><b>Consideration:</b> Considers all ideas, regardless of relevance</p> <p>5                  4                  3                  2                  1</p>	Comment:
<p><b>Manage Conflict:</b> Manages any conflict that arises with fairness and respect (select 3 if there is no conflict in the group)</p> <p>5                  4                  3                  2                  1</p>	Comment:
<p><b>Support:</b> Supports all team members, regardless of point of view</p> <p>5                  4                  3                  2                  1</p>	Comment:

# EVALUATION CRITERIA

## Reaching Consensus—Assignment Option 1

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

### Facilitation

- 5 – Demonstrates exemplary skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus
- 4 – Demonstrates excellent skills as a facilitator by keeping on task, honoring timeframe, and making important progress toward consensus
- 3 – Facilitates group meeting well by keeping on task and honoring timeframe
- 2 – Shows some facilitation skill, but needs improvement
- 1 – Facilitation is disorganized and meeting is ineffective

### Inclusivity

- 5 – Sets an exemplary example of inclusive, supportive leadership while guiding the group to consensus
- 4 – Is consistently inclusive with all members of the group and supportive of all contributions
- 3 – Ensures all members of group who want to contribute are able to speak
- 2 – Makes some effort to include all members of the group who want to contribute, but needs improvement
- 1 – Makes little or no effort to include all members of the group who want to contribute

### Consideration

- 5 – Sets an exemplary example of valuing all ideas and contributors throughout the process of consensus building
- 4 – Sets an excellent example of valuing all ideas
- 3 – Considers all ideas, regardless of relevance
- 2 – Considers some ideas but ignores others, regardless of relevance
- 1 – Gives little credence to ideas, regardless of relevance

### Manage Conflict

- 5 – Sets an exemplary example of managing conflict, showing a high level of value for every person in the group
- 4 – Sets an excellent example of managing conflict when it arises, showing value for every person in the group
- 3 – Manages any conflict that arises with fairness and respect (select 3 if there is no conflict in the group)
- 2 – Conflict management can be improved
- 1 – Poorly manages or ignores conflict within the consensus group

### Support

- 5 – Sets an exemplary example of valuing all input from all members to build the best possible culture for reaching consensus
- 4 – Lends meaningful support to all ideas, including those that are not favored by the majority of the group
- 3 – Supports all team members, regardless of point of view
- 2 – Supports some team members, but not all
- 1 – Supports few team members or attempts to enforce a personal agenda



# EVALUATION FORM

## Reaching Consensus—Assignment Option 2

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

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

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

Note: If the member chose to lead club members toward consensus during a Toastmasters meeting, then use the Evaluation Form for the first assignment option to complete your evaluation.

### Purpose Statements

- The purpose of this project is for the member to work with a group to practice reaching consensus on any topic.
- The purpose of this speech is for the member to discuss his or her experience leading a non-Toastmasters group toward consensus.

### Notes for the Evaluator

During the completion of the project, the member led a group toward consensus.

**Listen for:** A well-organized speech about his or her experience leading a group toward consensus. The speech may be humorous, informational, or any type of the member's choosing. The speech should not be a report on the content of the "Reaching Consensus" project.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

## EVALUATION FORM – Reaching Consensus—Assignment Option 2

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

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

# EVALUATION CRITERIA

## Reaching Consensus—Assignment Option 2

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 his or her experience leading a non-Toastmasters group toward consensus
- 4 – Delivers a compelling speech about some aspect of his or her experience leading a non-Toastmasters group toward consensus
- 3 – Shares some aspect of his or her experience leading a non-Toastmasters group toward consensus
- 2 – Mentions some aspect of his or her experience leading a non-Toastmasters group toward consensus, but does not fully address
- 1 – Speaks on a topic other than some aspect of his or her experience leading a non-Toastmasters group toward consensus

