

**Your role as General Evaluator**

As the General Evaluator you have the opportunity to evaluate the meeting from a “big picture” perspective. While other evaluations have taken place for the Table Topics and Formal Speakers you will provide opinions and evaluations on other elements of the meeting. Your comments will range from positive highlights and performances to suggestions for improvement.

As you are evaluating it is important to offer your *opinions* of the participant’s performances. Pointing out the best performances and offering constructive feedback will assist Toastmasters to identify their strengths and weaknesses, to set goals to improve their speaking skills.

Whatever you do, realize this is your opportunity to offer quality feedback to the club that could effect its direction and contribute to its growth. Good luck in your challenging role.

**How to use this guide** (Remember **this is only a guide**, other forms of feedback may appeal to you more as the evaluator.)

- Select a rating of 1 for excellent performance (an excellent rating is best if awarded rarely and reflects your belief that this is the ideal way to perform the function.) and note them as examples on how you think other Toastmasters may excel in the role.
- Select 4 or 5 as an indication that improvement is required. These areas can be commented on to help the Toastmaster improve. Honesty is essential! Sandwiching the feedback and offering other approaches to completing the function will help the individual to accept the comments as *constructive feedback* rather than *criticism*. Using “I” language will also convey that you are offering opinions. “I think that” or “I feel that” are more appropriate versus “You could” or worse, “You should.”
- If a performance is excellent that’s great. To help Toastmasters at this level to improve tell them what you think they could add to their presentation to create more impact. I.e. “Jane consistently uses excellent body language. I think the use of visual aids would add an alternative visual element to complement her gestures.” If possible, avoid providing all positive comments.
- Offer more feedback to the major roles of Chair, Toastmaster, TT Evaluator and Speech Evaluators.
- Rather than reporting *scores*, craft your own words to describe the performances. It’s far more interesting.
- Comments and/or notes can be made to the right of the score. Perhaps note why you scored the function the way you did.
- Do **NOT** try to cover all the items listed in this guide, you will not have time to. **DO** cover areas of specific interest to you.

<b>Chair</b>	<b>Excellent/Poor</b>	<b>Comments</b>	<b>TM’s Name</b> _____
On time	1 2 3 4 5	_____	_____
Agenda / Organized	1 2 3 4 5	(Meeting ran on time)	_____
Changes in agenda handled	1 2 3 4 5	_____	_____
Was a theme used / Did it work	1 2 3 4 5	_____	_____
Were guest welcomed	1 2 3 4 5	_____	_____
Were guest intros done	1 2 3 4 5	_____	_____
Were guests offered final word	1 2 3 4 5	_____	_____
<b>Introductions of</b>			
English/Grunt/Timer	1 2 3 4 5	_____	_____
Table Topics Master	1 2 3 4 5	_____	_____
Toastmaster	1 2 3 4 5	_____	_____
General Evaluator	1 2 3 4 5	_____	_____
Other	1 2 3 4 5	_____	_____
<b>Business meeting</b>			
Parliamentary quality?	1 2 3 4 5	_____	_____
Diplomatic control?	1 2 3 4 5	_____	_____
Other	1 2 3 4 5	_____	_____

Key strength(s)

Area(s) for improvement

<b>Jokemaster</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Joke Appropriateness	1 2 3 4 5	_____	
Quality of the timing	1 2 3 4 5	_____	
Did it receive a good laugh	1 2 3 4 5	_____	
Key strength			
Area(s) for improvement			

<b>Inspiration</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Appropriateness	1 2 3 4 5	_____	
Did tone match delivery	1 2 3 4 5	_____	
Did it inspire	1 2 3 4 5	(Check faces of audience to gauge this) _____	
Key strength			
Area(s) for improvement			

<b>Grunt master</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Explained function of role	1 2 3 4 5	_____	
Listened effectively	1 2 3 4 5	_____	
Reported accurately	1 2 3 4 5	(Perhaps do a comparison with your own count of one TT speaker) _____	
Instructed fines to be paid	1 2 3 4 5	_____	
Key strength			
Area(s) for improvement			

<b>Timer</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Explained function of role	1 2 3 4 5	_____	
Demonstrated lights	1 2 3 4 5	_____	
Did NOT give time lengths	1 2 3 4 5	(Timing instructions ideally are received from the person in control) _____	
Reported as instructed	1 2 3 4 5	_____	
Reported times of Joke, Inspiration, Grunt, English, TT Master, TT Evaluators, Toastmaster, Speakers, Evaluators			
Key strength			
Area(s) for improvement			

<b>English Evaluator</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Explained function of role	1 2 3 4 5	_____	
Selected word of the day	1 2 3 4 5	_____	
Gave example of its use	1 2 3 4 5	_____	
Reported on			
- Good use of English	1 2 3 4 5	_____	
- Use of word pictures	1 2 3 4 5	_____	
- Use of word of the day	1 2 3 4 5	_____	
- Poor/ ineffective English	1 2 3 4 5	_____	
Key strength			
Area(s) for improvement			

<b>Table Topics Master</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Explanation of TT function	1 2 3 4 5	_____	_____
Introduction of TT theme	1 2 3 4 5	_____	_____
Quality of questions	1 2 3 4 5	_____	_____
Variety of questions	1 2 3 4 5	_____	_____
Suspense factor	1 2 3 4 5	(Ask question – then assign to a speaker)	_____
Picked people not on program	1 2 3 4 5	_____	_____
Bridging between speakers	1 2 3 4 5	_____	_____
Offered guest(s) opportunity	1 2 3 4 5	(Check with guest(s) to see if they were offered a question in advance of the session)	_____
Ran the session on time	1 2 3 4 5	_____	_____

Key strength

Area(s) for improvement

<b>TT Evaluator</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Covered all TT speakers	1 2 3 4 5	_____	_____
Balanced use of time	1 2 3 4 5	(Didn't have to rush the last few evaluations)	_____
Quality of evaluations	1 2 3 4 5	_____	_____
Used sandwich technique	1 2 3 4 5	(Or other positive and negative comments model)	_____
Didn't heavily review content	1 2 3 4 5	(Focussed on speaking technique versus reviewing the content)	_____

Key strength

Area(s) for improvement

<b>Toastmaster</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Explanation of TM function	1 2 3 4 5	_____	_____
Quality of Toast	1 2 3 4 5	_____	_____
<b>Introductions of</b>		(Quality of content, organized, length, defined evaluation objectives & instructed the timer)	_____
- Speaker 1	1 2 3 4 5	_____	_____
- Speaker 2	1 2 3 4 5	_____	_____
- Speaker 3	1 2 3 4 5	_____	_____
- Evaluator 1	1 2 3 4 5	_____	_____
- Evaluator 2	1 2 3 4 5	_____	_____
- Evaluator 3	1 2 3 4 5	_____	_____
Allowed time for evaluations	1 2 3 4 5	(Provided time for people to write comments to the speaker)	_____
Bridging after each speaker	1 2 3 4 5	_____	_____

Key strength

Area(s) for improvement

<b>Evaluator / speech 1</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Highlighted areas of excellence	1 2 3 4 5	_____	
Covered areas for improvement	1 2 3 4 5	_____	
Used sandwich technique	1 2 3 4 5	(Or other positive and negative comments model)	_____
Didn't focus on content	1 2 3 4 5	(Focussed on technique versus reviewing the details of the speech)	_____
Determined if objectives meet	1 2 3 4 5	_____	
Key strength(s)			

Area(s) for improvement

<b>Evaluator / speech 2</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Highlighted areas of excellence	1 2 3 4 5	_____	
Covered areas for improvement	1 2 3 4 5	_____	
Used sandwich technique	1 2 3 4 5	(Or other positive and negative comments model)	_____
Didn't focus on content	1 2 3 4 5	(Focussed on technique versus reviewing the details of the speech)	_____
Determined if objectives meet	1 2 3 4 5	_____	
Key strength(s)			

Area(s) for improvement

<b>Evaluator / speech 3</b>	Excellent/Poor	<b>Comments</b>	<b>TM's Name</b> _____
Highlighted areas of excellence	1 2 3 4 5	_____	
Covered areas for improvement	1 2 3 4 5	_____	
Used sandwich technique	1 2 3 4 5	(Or other positive and negative comments model)	_____
Didn't focus on content	1 2 3 4 5	(Focussed on technique versus reviewing the details of the speech)	_____
Determined if objectives meet	1 2 3 4 5	_____	
Key strength(s)			

Area(s) for improvement

**Other comments** \_\_\_\_\_