

## Presentation Evaluation Criteria

### Organization (20%)

<b>20</b> Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	<b>15</b> Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	<b>10</b> Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	<b>5</b> Often unclear and disorganized, rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
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### Topic Knowledge (20%)

<b>20</b> Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	<b>15</b> Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	<b>10</b> Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	<b>5</b> Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
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### Creativity (10%)

<b>10</b> Very creative and original. Imaginative design and use of materials. Novel handouts, visual aids, or methods.	<b>8</b> Exhibited some originality and creativity.	<b>5</b> Routine treatment, minimal thought given to originality or creativity.	<b>3</b> Lacked creativity. Very ordinary and mundane.
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### Visual Aids (15%)

<b>15</b> Simple, clear, easy to interpret, easy to read. Well coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids	<b>11</b> Usually clear, easy to interpret, easy to read. Generally well coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	<b>8</b> Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	<b>4</b> Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content. Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.
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### Summary (15%)

<b>15</b> Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	<b>11</b> Referred to main points, recommendations weak or missing, weak conclusion or call for action.	<b>8</b> Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	<b>4</b> No summary, no recommendations, no conclusions, no call for action.
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### Stage Presence (20%)

<b>20</b> Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.	<b>15</b> Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	<b>10</b> Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many um=s.	<b>5</b> Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
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<b>TOTAL POINTS</b>		
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COMMENTS:

## PRESENTATION EVALUATION CRITERIA

1. The College of Adult & Professional Programs (CAPP) is committed to helping students develop superior presentation skills. One method for accomplishing this is to evaluate each presentation in every class. This evaluation rubric was developed by the faculty to help assure consistency in evaluating student presentations.
2. This rubric will be introduced in STDV 1000 and STDV 3000, and must be used in every subsequent class in which students make presentations. No other evaluation forms are to be used by any instructor.
3. Give each student a copy of the Presentation Evaluation Criteria form at the beginning of the class. This will indicate how their presentations will be evaluated. If any of the criteria are not clear, discuss what they mean.
4. Complete an evaluation for each individual or group presentation. It would be most helpful if students could receive the completed evaluation form on the same evening as the presentation. If that is not possible, evaluation forms should be returned to students no later than the next class.
5. **OPTIONAL** You may want to have students participate in the evaluations. For instance, you might ask three different students to evaluate each presentation. Student evaluations can be averaged together and used to allocate some percentage of the grade. For example, some instructors use the average student ratings for 50 percent of the presentation grade.
6. During the individual or group presentation:
  - a. Remind students that you will be using the standard presentation evaluation rubric (introduced in STDV 1000 or STDV 3000). This rubric indicates how their presentations will be evaluated.
  - b. Simply place a check mark in the appropriate box for each of the categories. Write any additional comments at the bottom.
  - c. Add up all the values in the upper left hand corner of each box checked, and write the total points in the space at the bottom of the form. Letter grades are matched to the range of possible scores.
7. As soon as the presentation ends (if possible), it is beneficial to spend a few minutes on **immediate feedback**. Ask the class to comment on what they thought was most positive about the presentation. Then ask what might have been improved to make the presentation better. This kind of immediate feedback should be reassuring to the presenter, as well as indicating how to improve future presentations.