

Student Presentation Evaluation Form

Presenter Name: _____ Date: T / Th

Title/topic of Presentation: _____

Evaluator Name: _____

	0	7	14	20	Grade
Organization	<ul style="list-style-type: none"> • Audience cannot understand presentation because there is no sequence of information. • Requested presentation content is missing. • Presentation timing of content is significantly out off balance and the presentation is significantly too short or too long. 	<ul style="list-style-type: none"> • Audience has difficulty following presentation because student jumps around. • Only some of the requested presentation content is provided. • Presentation timing of content is out off balance and overall presentation length is too short or too long. 	<ul style="list-style-type: none"> • Student presents information in logical sequence which audience can follow. • Most requested presentation content is provided. • Presentation timing of content is a little out off balance and overall presentation length is a bit off. 	<ul style="list-style-type: none"> • Student presents information in logical, interesting sequence which audience can follow. • All requested presentation content is provided. • Presentation timing of content is well balanced and presentation length is nearly perfect (i.e. ~10 min.) or if more time is taken it seems warranted. 	
Subject knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with the topic but cannot elaborate on all issues raised in paper and in Q&A session.	Student demonstrates full subject knowledge.	
Slides	Student uses superfluous graphics or no graphics. Student's presentation has many spelling errors and/or grammatical errors.	Student occasionally uses graphics that rarely support text and presentation. Presentation has several misspellings and/or grammatical errors.	Student's graphics relate to text and presentation. Presentation has almost no misspellings and/or grammatical errors.	Student's graphics explain and reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Graphics are properly labeled and citations for graphics are given.	
Presentation skills	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students to hear. Student reads most of the report and does not make eye contact.	Student's voice is low. Audience members have difficulty understanding presentation. Only occasional eye contact.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Student returns to notes/slides frequently.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Student maintains eye contact with audience, seldom returning to notes.	
Discussion period	Student does not lead a discussion period or have discussion topics prepared.	Student's discussion is not well organized or explained to the class.	Student organizes a discussion, but it is not particularly relevant or useful.	Student leads a compelling discussion.	
				Total Points:	

How well did the presenter tie his/her paper topic (or relate it to) the class project they are working on (0-10, where 10 means they did a good job with this): _____

Adapted from Allison Okamura's haptics presentation evaluation form, which was adapted from Information Technology Evaluation Services, NC Department of Public Instruction

Rev. 1, March 30, 2011