Oral Presentation Evaluation Form

Reviewed By: _____

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Presenters: _____

Paper Title: _____

The Paper

What are the salient features of the paper? (What was novel or significant about it?)

What are the drawbacks of the paper?

What is a good direction for future work based on this paper?

The Presentation

What did these students do particularly well in their presentation (it is fine to identify individuals)?

How could these students improve their presentation?

What did you learn from the activity?

Score the presentation on the reverse side.

	0	3	7	10	Rating (0-10)
Organization	Audience cannot understand the presentation because there is no order to the sequence in which information is presented.	Audience has difficulty following the presentation because the student(s) jump around without connecting different topics very well.	Student(s) present information in a reasonable sequence that the audience can mostly follow, perhaps with some effort.	Student(s) present information in a logical, interesting order that the audience can easily follow.	
Subject Knowledge	Student(s) do not grasp the information in the presented paper and cannot answer questions on the subject.	Student(s) are uncomfortable with the information and is able to answer only rudimentary questions.	Student(s) are at ease with the presented topics but cannot elaborate on all issues and do not handle challenging questions smoothly.	Student(s) demonstrate full comprehension of the subject of the paper and handle questions adeptly.	
Slides	Student(s) use superfluous graphics or no graphics; the slides have many errors in spelling, grammar, and/or legibility; or they are otherwise unprofessional in appearance.	Student(s) occasionally uses graphics that support the text and presentation, and/or the slides have some problems with spelling, grammar, and/or legibility.	Graphics relate to text and presentation, but there is room for improvement. Slides have few misspellings, grammar errors, and illegible areas.	Graphics explain and reinforce the text on the slides and the spoken narrative. The slides have no misspellings or grammatical errors and look very professional.	
Presentation Skills	Student(s) mumble, pronounce terms incorrectly, and/or speak too quietly or too loudly for the audience to hear well. Alternatively, student(s) may read most of the report and do not make eye contact.	Audience members have difficulty understanding the presentation. For example, student's voice may be low, and he or she may make eye contact with the audience only occasionally.	Voice is clear, and most words are pronounced correctly. Most audience members can hear the presentation, but the student(s) turn to notes or slides for prompting several times.	Student(s) use a clear voice and correct, precise pronunciation of technical terms so that all audience members can hear the presentation. Student(s) maintain eye contact and do not use notes.	
Timing	Student(s) begins late, poorly allocate time between topics during talk, and/or continue speaking long past the time limit.	Student(s) do not cover all of the material planned and has to rush, or fails to present enough information to fill the time.	Timing is a little off, in that parts of the talk feel rushed or slow, and/or student(s) do not leave adequate time for questions and activity.	Timing is perfect: the student(s) starts and ends on time, leaving sufficient opportunity for questions and activity.	
				Total	

This rating table was adapted from materials by the Information Technology Evaluation Services at the North Carolina Department of Public Instruction.