



## Demonstration/Illustrated Talk Evaluation Guidelines

DELIVERY	1	2	3	4	5
<b>Introduction</b>	Lacks opening statement; presenter just goes directly into the body of presentation.	Brief or inadequate introduction of topic or self.	General introductory statement, stimulates interest in subject, personal intro concise and complete.	Grabs audience attention and interest, creative approach to introduce topic and self.	Outstanding opening remarks, clear and concise introduction, smooth transition into presentation.
<b>Proper equipment /visual aids</b>	Illegible or ineffective visual aids, or used inappropriately.	Poor use of aids, equipment; poorly organized or difficult to see, too distracting.	Uses aids appropriately; neat, concise, legible and effective; contribute to presentation. Correct use of appropriate equipment.	Aids enhance presentation, well done and attractive, quality poster or slides. Equipment used skillfully and effectively.	Excellent use of aids, exceptional work in development of aids; clear, artistic poster or slides; Outfit may coordinate with presentation topic.
<b>Efficient organization (of equipment/material)</b>	No organization or logical arrangement of materials; messy or cluttered. Screen completely blocked.	Some disorganization or fumbling, illogical arrangement, gaps. Screen partially blocked.	Equipment, materials logically arranged and used, work area kept neat, visible to audience. Stands so screen is visible to audience most of the time.	Excellent arrangement, smooth use of posters, slides and aids; logical sequence and effective use of equipment. Stands so screen is always visible to audience.	Outstanding organization, excellent movement through materials, no gaps.
<b>Proper use of notes/visual cues</b>	No notes used when clearly needed; or totally relying on notes/visual cues.	Reads notes, screen or slides or has need for more cues.	Good use of notes, screen or slides as quick reference; smooth transitions; notes don't interfere with flow.	Little need or use of notes or when referenced are used smoothly and effectively.	Outstanding memorization or flawless use of notes and cues.
<b>Grammar/vocabulary</b>	Poor grammar, incorrect terminology; mispronunciations.	Some errors, confusing vocabulary; unclear meaning Lots of "ums"	Proper grammar, good vocabulary, no errors, clear meanings. Some spacers (ums, and uhs) used.	Clear and concise vocabulary, excellent clarity of meaning No use of spacers (ums, etc.)	Advanced word choice; clever or witty vocabulary, all chosen words used correctly. No spacers.
<b>Appropriate length</b>	Consider the subject matter: Does the presentation adequately cover the topic in the time allotted? Could this presentation have used more time or less time? <b>Scoring 1-4 based proportionately on effective use of time for subject matter.</b>				Presenter uses adequate amount of time effectively in proportion to subject.
<b>Gets point across/ Connection with audience</b>	Audience gets no clear understanding of presentation; rambling or confusion by speaker makes topic difficult to understand.	Speaker attempts to connect with audience; some rambling/filler makes it difficult to understand speaker.	Speaker connects with audience by providing a clear and interesting presentation.	Excellent presentation of material. Speaker leaves audience with new information or knowledge.	Outstanding and clear presentation of material. Speaker makes lasting impact on audience, inviting them to think in a new way or take action.

<b>DELIVERY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Conclusion</b>	No conclusion. Ends abruptly with no attempt to provide closure	Weak or incomplete conclusion that provides only some sense of closure	Clear conclusion; feeling of closure conveyed	Strong conclusion; Main points re-emphasized and/or ending leaves audience with clear sense of closure	Engaging and impactful conclusion that ties everything together, leaving a lasting impression on audience

<b>SUBJECT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Appropriate for age and experience</b>	Obviously too complex or extremely simple for age	Simple topic fails to challenge, or presenter unable to handle complexities	Topic well suited for age and level of experience of presenter; neither too difficult or too easy	A more complex topic that challenged presenter and was handled capably	A challenging subject that was handled with extreme skill and superb execution.
<b>Understanding of subject</b>	Presenter shows little understanding	Shows some areas of misunderstanding or confusion	Clear evidence of understanding through use of information and handling of questions	Exhibits excellent grasp of information during presentation and questioning.	Superior grasp of information and ease of explaining, superb response to questions.
<b>Correct, up-to-date information; sources given</b>	Incorrect information; no sources cited.	Questionable information and/or sources unclear	At least one source given that is listed on visual aid or provided when asked.	At least two sources clearly cited by presenter.	More than two sources that are clearly referenced to back up information conveyed.
<b>One main theme; logical steps</b>	No logical sequence; random jumping around; irrelevant Information.	Some areas of disorder and confusion.	Info pertains directly to topic; logical order; easy to understand.	Interesting or creative organization of information Order enhances Presentation.	Excellent organization and progression of information; Creative, deliberate Progression.

<b>PRESENTER</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Eye Contact</b>	Does not establish eye contact.	Seldom makes eye contact; occasional eye contact.	Establishes eye contact with one or two persons in audience; may gaze over the tops of audience's heads.	Establishes eye contact with entire audience; moves head to include more than one or two people.	Excellent use of eye contact; Establishes and maintains eye contact with entire audience throughout presentation.
<b>Voice volume rate</b>	Voice too soft, barely audible; rate too fast or too slow.	Voice not clear; inconsistent rate; voice drops off.	Voice clear, projects well, generally consistent rate; voice stays audible—does not drop off.	Voice clear, distinct; projects well with appropriate volume and rate.	Voice very clear, distinct; projects and modulates tone to enhance specific points.
<b>Posture</b>	Slouching posture and/or leans consistently on table.	Slouches, leans, or is too stiff; stands on one foot, etc.	Stands straight and erect; communicates confidence. Does not use table for support.	Stands straight and erect; professional demeanor, appropriate & effective movement.	Confident, upright, relaxed; movement enhances presentation.
<b>Poise</b>	Appears nervous; Extremely uneasy; Fidgeting mannerisms are distracting.	Appears somewhat uneasy or nervous Some fidgeting mannerisms.	Appears generally calm and relaxed in front of audience; no fidgeting.	Appears calm, relaxed; conveys confidence and is comfortable in front of audience.	Appears calm, relaxed, personable; engages audience with confident demeanor; very comfortable.
<b>Enthusiasm/Inflection</b>	Conveys boredom; lacks spark of enthusiasm.	Some enthusiasm shown; needs much more.	Presenter conveys personal interest and enthusiasm for piece.	Clear enthusiasm shown throughout piece as shown in attitude and inflection.	Infectious enthusiasm displayed and felt throughout presentation as displayed in attitude and inflection.
<b>Fielded Questions Adequately</b>	Unable to respond in any way to questions.	Hesitant, unsure of answer. Lacks confidence in knowledge.	Responds accordingly to question. Could respond with "I do not know."	Repeats/restates the question; answers correctly. A response of "I don't know but will attempt to find this out" is preferable.	Repeats/restates question; gives clear, accurate response; may show desire to seek out unknown answers or give possible sources.