

ORAL PRESENTATION SELF-EVALUATION FORM

Presenter _____ **Subject** _____ **Date** _____

Instructions: Mark the appropriate box with an X. See the description of each category and rating standards.
In reviewing my class presentation, I rate myself as follows:

<u>RATING SCALE</u> <u>CRITERIA</u> ↓	EXCEEDS STANDARD	MEETS STANDARD	BELOW STANDARD	NEEDS ATTENTION
<u>CONTENT</u> Ideas (clarity and novelty). Value of content. Use of examples	Most of the material is clearly related to subject and accurate. Points clearly made and all evidence supports subject. Listeners can follow easily and gain insights.	Sufficient info that relates to subject. Many good points made.	Great deal of info not connected to subject. Listeners have to follow carefully to understand. Gained little from the presentation.	Subject not clear. Info provided does not support subject. Confusing to listeners.
<u>COHERENCE & ORGANIZATION</u> Opening and closing remarks. Flow of ideas. Reasoning	Subject is clearly stated and developed. Specific examples are appropriate. Conclusion is clear; flows together well. Well organized.	Most info presented in logical sequence. Generally well organized; smoother transitions needed.	Concept and ideas are loosely connected. Lacks clear transitions. Flow and organization were choppy.	Presentation is choppy and does not flow. Disjointed.
<u>USE OF MEDIA</u> (e.g., graphics, handouts, PowerPoint) Links media with speaking. Appearance of materials.	Use of media is varied and appropriate. Enhances presentation. Easy to see and read.	Use of media less varied and not as well connected to subject. Some originality. Difficulty seeing the material.	Uneven use of media. Very little originality. Info is poorly prepared or used.	Little or no use of media. Not balanced. Distracts from the presentation.
<u>SPEAKING STYLE</u> Gestures. Pace. Posture. Articulation.	Poised, clear articulation; proper volume; steady rate; good posture & eye contact; enthusiasm; confidence	Clear articulation; not as polished. Presenter seems slightly nervous.	Some mumbling; little eye contact; uneven rate and volume; little or no expression. Too many “ums” or “aahs”.	Too soft or too loud; no eye contact; rate too slow or too fast; monotone.
<u>USE OF LANGUAGE</u> Grammar and usage.	Sentences are complete and grammatical; they flow together easily. Words are used correctly.	For the most part, sentences are complete and grammatical and flow together easily. Words usually fit the occasion and subject.	Listeners can follow the presentation but some grammatical errors and slang are evident. Vocabulary is limited or inappropriate (“you know; you guys; like”)	Listeners are distracted or unable to fully understand the subject. Slang or repetitive phrases are overused. Unprofessional language.
<u>PERSONAL APPEARANCE</u>	Completely appropriate for the occasion and the audience.	For the most part, appropriate for the occasion and audience.	Somewhat casual for the occasion and audience.	Inappropriate. Sloppy. Too casual. Distracting to the audience.

The most effective part of my presentation was...

If I could change one thing about my presentation, I would...

A communication skill that I would like to develop and / or improve is...

CLASS PRESENTATION GUIDELINES 93v / 193v / 293v 2007 - 2008

PURPOSE: The classroom and workplace have merged in terms of the types of skills and competencies which are interchangeably taught and used. Rather than waiting until graduates transition into the workplace and at that point attempt to determine which competencies are essential for productivity and success, educators now realize that it is critical for students to begin identifying those competencies and using them broadly across the curriculum while they are still in school. Therefore, one sees the increased emphasis on integrating and using both written and oral communication skills in all academic programs.

Co-op focuses on complementing and strengthening the work-based learning which occurs on the job, so we, too, wish to have our students exercise and master those essential communications skills. One method is to include a visible writing component in Co-op. And the other is to provide opportunities for students to practice and refine their oral communications skills. Remember the techniques you learned in your speech or communications classes. Keep your audience in mind as you prepare. Ask yourself how you can grab their attention, keep them actively engaged, and offer them something they will remember or utilize.

Communication is a two-way process and you as the **speaker** must ensure that the receiver (or audience) clearly hears and understands the message you are sharing with them. At the same time, you as the audience (**listener**) must also listen critically to the information in order to discern fact from fiction, evidence from opinion, and to weigh its value. The class presentation, albeit very brief, is such an opportunity.

GENERAL GUIDELINES:

Content must be related to employment.

Dress in appropriate business attire.

Points will be deducted for late presentations.

Level I: beginning in Week 6. Your current field experience is an appropriate subject.

5 minutes minimum and no longer than 15 minutes in length.

May be interactive and / or collaborative (discussion; team of students).

May be a demonstration of a work-based task, activity, learning objective, or skill.

May describe a process or observations or case study or problem to solve or subject discussed in class.

Levels II and III: beginning in Week 5

Compare your current and previous Learning / Performance Objectives (Form 3)

10 minutes minimum.

Use PowerPoint or other presentation software.

Format: for all students (Submit an outline to Instructor 1 week before your speech is scheduled)

Introduction -

Introduce self or team members; employer; position

Introduce subject and why it was chosen and relationship to Co-op

Name resources used (e.g., magazine article, videotape, TV program, newspaper, book)

Main Content -

Required components: describe the basic organizational structure of your field site and your approved learning objectives from Form 3.

Present important points in coherent and organized format.

Use material (handouts) or other media that enhance the content (see Instructor for help).

Conclusion -

Summarize main points

Acknowledge your audience and entertain questions

Self-Evaluation -By the following seminar, submit Self-Evaluation Form 7 to Instructor.

Peer Evaluation -Your peers will also critique your presentation and share constructive comments.

When you are the reviewer, listen to the presentation carefully so that your comments are useful and insightful to the presenter.