Demonstration/Illustrated Talk Evaluation Guidelines highlighted new information that relates to digital presentations

DELIVERY	1	2	3	4	5
Introduction	Lacks opening statement, no connection to audience	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
Proper equipment /visual aids	Illegible or ineffective visual aids, or used inappropriately. Someone else completely sets up computer and projector.	Poor use of aids, equipment; poorly organized or difficult to see, too distracting. Has some assistance setting up computer and projector.	Uses aids appropriately; neat, concise, legible and effective; contribute to presentation. Correct use of appropriate equipment. Sets ups and operates computer and projector without assistance.	Aids enhance presentation, well done and attractive, quality posters. Equipment used skillfully and effectively	Excellent use of aids, exceptional work in development of aids; clear, artistic posters or slides
Efficient organization (of equipment/material)	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 visible to audience all of the time.	Outstanding organization, excellent movement through materials, no gaps
Proper use of notes/visual cues	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.
Grammar/vocabulary	Poor grammar, incorrect terminology; mispronunciations	Some errors, con-fusing 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
Appropriate length	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? **Scoring 1-4 based proportionately on effective use of time for subject matter.**				Presenter uses adequate amount of time effectively in proportion to subject.
Gets point across	Audience gets no clear understanding of presentation; lots of rambling or confusion	Some rambling or filler or squeezing in too much info	Information presented in a concise, effective manner. Clear understanding of presentation	Excellent conveying of material; enhancing information & effective examples.	Outstanding and clear presentation of material; Keeps audience engaged.
Summary	No summary or closure	Minimal summary or new material introduced	Main points concisely reviewed; feeling of closure conveyed	Main points reemphasized; No new information introduced; Nice closure	Clear, concise summary; logical closure; main theme, points and statement of purpose reemphasized in brief manner

SUBJECT	1	2	3	4	5
Appropriate for age and experience	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.
Understanding of subject	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
Correct, up-to-date information; sources given	Incorrect information; no sources cited.	Questionable information, sources unclear	Facts or information based on reliable sources which are cited by presenter; adequate references	Full of facts backed up by reference to sources clearly defined by presenter	More than two references that clearly backup information conveyed; sources clearly referenced; webpage sites correctly documented.
One main theme; logical steps	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

PRESENTER	1	2	3	4	5
Appearance	Not applicable; No 1's given for appearance	Inappropriate dress for public presentation (Ex. Clothes inappropriately revealing; holey or soiled pants; etc.)	Some aspects of presentation appearance, *within the personal control of the presenter*, could be improved upon (i.e. dirty hands, unkempt hair, shoes untied, etc)	Well groomed; neat, clean, appropriate attire for public speaking. **START HERE INSTEAD OF AT THREE (Social/Economic allowances for all 4-Hers)**	Extra thought and effort given to appearance; dressed to coincide with topic of presentation; color coordination; Went above and beyond general expectations
Eye Contact	Does not establish eye contact	Seldom made eye contact; occasional eye contact	Established eye contact with one or two persons in audience; may gaze over the tops of audience's heads.	Established eye contact with entire audience; moved head to include more than one or two people.	Excellent use of eye contact; Established and maintained eye contact with entire audience throughout presentation
Voice volume & rate	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.
Posture	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 erect; professional demeanor, appropriate & effective movement.	Confident, upright, relaxed; movement enhances presentation.
Poise	Appears nervous Extremely uneasy Distractive fidgeting mannerisms	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.
Enthusiasm/Inflection	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
Fielded Questions Adequately	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 the question; answers correctly. A response of "I don't know but will attempt to find this out" is preferable	Repeats question, gives clear, accurate response, may use many responses if more than one question asked. May show desire to seek out unknown answers or give possible sources