

# **Student oral presentation marking sheet**

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[www.staffs.ac.uk/schools/business/bsadmin/staff/s3/jamr.htm](http://www.staffs.ac.uk/schools/business/bsadmin/staff/s3/jamr.htm)

Many of the criteria detailed below are used by staff in the formal assessment of oral presentations. You can use the criteria and the rating scales to assess each other's performance before you undertake formal presentations. The most effective way to improve skills in activities such as oral presentations is to:

- understand what behaviour or techniques are required
- learn them
- try them
- assess your performance and receive feedback on it
- change your behaviour or techniques in the light of that feedback
- try them again
- repeat until better

Without the use of video recording equipment it is extremely difficult to perceive, let alone assess what your own performance is like during presentations. You are therefore forced to rely on the advice of others assisted by documents like this. Remember also that looking confident and at ease with the situation is of particular importance when giving presentations (this becomes even more critical if the presentation is part of a job interview) and, for the vast majority of people, a relaxed delivery manner only ever comes with practice.

## ***How to get the most out of this document***

The list of 35 criteria below is comprehensive and may, at first sight, appear daunting. How could anyone possibly remember so many different aspects of a presentation and still carry one out? How could someone refer to a list as long as this while they watch and assess a presentation? However, first appearances can be deceptive. As you can see, the list is divided into two sections: Preparation and Delivery. For the person making the presentation, all of the items in the first section – Preparation - are dealt with before the actual event. They do not impinge in any way upon the actual delivery of the material and need not concern them during the actual presentation when the presenter should focus on the criteria listed under the heading of 'Delivery'. The task is perhaps more challenging for the assessor, since they may wish to refer to all of the criteria in making their assessment. It is suggested that the assessor should prepare for the presentation by familiarising themselves with all of the criteria well in advance of the event. Then, rather than try to find any particular criteria while the presentation is actually taking place, they may find it easier to watch the entire presentation and only mark the various rating scales after it has finished.

If you need more copies of this document it can be found, along with other helpful information on presentations and other vehicles used to assess students such as assignments and formal essays, on John Ramsay's website:

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## **PREPARATION**

### ***The content of the presentation***

#### **How would you rate the presenter's success in:**

1. Producing a structure that was logical, with an introduction telling the audience what would happen, a main body and a conclusion?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

2. Creating an introduction that clearly stated the purpose of the presentation?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

3. (If they had been given the task of solving a problem or answering a specific question) Ensuring that the introduction included a clear statement of the question or problem and outline of how they were going to go about answering or solving it?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

4. Keeping to the point and making sure that what they said and the images that they used were all relevant to the topic they were supposed to be presenting, and avoiding wandering off the point, and using irrelevant material?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

5. Constructing a presentation that consisted of a piece of reasoning comprising a logical argument with a sound conclusion (or conclusions) supported by valid and relevant evidence?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

6. Providing evidence that was relevant to the problem the presentation was trying to solve, and which supported the conclusions or answers that were reached?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

7. (Where the presentation was intended to be in a formal academic format, rather than a format such as, say, a sales presentation)

Offering evidence in support of their conclusion(s) that consisted primarily of data, quotations, references to and arguments from relevant academic authorities in the subject area?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

8. Conveying the impression of having prepared by reading widely around the particular subject and understood the material fully?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

9. Highlighting the key points in their material as they worked through the presentation and re-emphasising those points in their conclusion?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

10. (Many academic subjects have their own specialised vocabularies and sets of expressions, metaphors and the like, and presentations should use the appropriate terminology. However, in order to be effective as a means of communication, such specialised vocabularies should be used in manner that the audience will be likely to understand.)

Employing the terminology of the subject area without impairing the communication of their arguments or findings?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

## ***Use of OHPs or graphic displays***

### **Content**

#### **How would you rate the presenter's success in:**

11. Including, in their introduction to the presentation, a slide giving an overview of the question or problem they were about to tackle and the way they were going to answer it/them?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

12. Selecting material for slides that was directly relevant to the task that the presentation was supposed to address?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

13. Correctly referencing, in the images they employed, any quotations or data from the work of others?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

14. Using a font in the projected images large enough to be read clearly by all members of the audience?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

15. Were all diagrams, tables, data and the like clear and readable from all parts of the room?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

16. Avoiding the use of so much data or so many words in the projected images that the audience became bored, confused or incapable of recording or processing the information?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

17. Using a handout instead of visual images where they had a large amount of data or number of words to transmit to the audience?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

18. Avoiding the use of cartoon clip-art images in a manner inappropriate for a formal business or academic context?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

## **DELIVERY**

### ***Overall Body Language and appearance***

#### **How would you rate the presenter's success in:**

1. Suppressing any distracting physical mannerisms - fidgeting, twitching, playing in a distracting manner with objects, walking up and down incessantly, and the like?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

2. Conveying an impression of enthusiasm and motivation?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

3. Appearing self-confident and assured; at ease with the material they were using, and their own ability to understand and present it?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

4. Managing to smile occasionally at the audience rather than appearing tense or morose and apparently uninterested or unapproachable?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

5. Looking directly at the audience regularly rather than stare fixedly at their notes or the ceiling?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

6. Ensuring that they were aware of how well the audience was following their material, and making an effort to ensure that as much of the audience as possible in the circumstances was following and understanding?

# ***The Voice***

## **How would you rate the presenter's success in:**

6. Varying the tone of their voice rather than droning on in a monotone?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

7. Being audible in all parts of the room, and to all members of the audience?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

8. Avoiding being too slow and halting, or too fast and nervous?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

## ***Use of OHPs or graphic displays***

### **Use of technology**

## **How would you rate the presenter's success in:**

9. Switching off the machine or blanking the computer screen regularly and where appropriate in order to focus the audience's attention on what they were saying?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

10. Switching off the machine or blanking the computer screen when it was not in use?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

11. Avoiding standing in front of the projected images at all times?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

12. Drawing the audience's attention to particular parts of the projected images in an appropriate manner using the progressive disclosure technique or with a pointer or their hand, clearly and without rushing??

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

13. Using the progressive disclosure technique for drawing the audience's attention to the parts of the projected images they were talking about?

1 2 3 4 5 6 7 8 9 10  
very poor poor good outstanding

## **OVERALL PERFORMANCE**

*What do you consider to be the speaker's main weaknesses that require further work ?*

- 1.....
- 2.....
- 3.....

*What do you consider to be the speaker's main strengths that they can lean on in future?*

- 1.....
- 2.....
- 3.....

### ***Group presentations***

*In addition to the various features of the content and individual behaviour of each member of the group described above.*

#### **How would you rate the group's success in:**

1. Including, at the beginning, a brief introduction of all the group members and a brief overview of what each member would be doing during the presentation?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

2. Keeping those members of the group who were not speaking at any given moment away from the centre of the presentation area in order to avoid distracting the audience's attention?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

3. Ensuring that while other members of their group were talking, those who were waiting to present paid attention to what was happening in the presentation and looked interested and confident rather than staring nervously at their notes while rehearsing their lines?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

4. Acting effectively as a team rather than a series of individuals? For example, when one member was talking, did another member operate the OHP or computer graphics for them?

1 2 3 4 5 6 7 8 9 10

very poor    poor    good    outstanding

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