

## PRESENTATIONS CHECK SHEET

For each section, please circle the statement which you think applies and write the numerical score in the space at the right of the sheet

## A. CONTENT AND ORGANISATION

- |    |                                                                                        |   |   |   |   |   |   |   |   |   |                                                                                        |    |    |   |   |   |   |   |   |   |   |   |   |
|----|----------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|----------------------------------------------------------------------------------------|----|----|---|---|---|---|---|---|---|---|---|---|
| 1. | <u>Awareness of audience knowledge and interests</u>                                   |   |   |   |   |   |   |   |   |   | <u>No statement of the purpose of the talk or how it is related to your interests.</u> |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Clear statement of the purpose of the talk and how it related to your interests.       |   |   |   |   |   |   |   |   |   | Weak introduction.                                                                     |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 10                                                                                     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0                                                                                      | 10 | 9  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |   |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>6</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 2. | <u>Pacing of material</u>                                                              |   |   |   |   |   |   |   |   |   | <u>Ideas and facts too densely packed. Confusing.</u>                                  |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Ideas and facts too thinly spread. Boring.                                             |   |   |   |   |   |   |   |   |   | Ideas and facts well paced: easy to follow.                                            |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 0                                                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                                                                                     | 9  | 8  | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |   |   |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>9</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 3. | <u>Amount of material</u>                                                              |   |   |   |   |   |   |   |   |   | <u>Too much (over-ran time).</u>                                                       |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Too little (under-ran time).                                                           |   |   |   |   |   |   |   |   |   | Satisfactory.                                                                          |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 0                                                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                                                                                     | 9  | 8  | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |   |   |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>5</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 4. | <u>Clarity and organisation</u>                                                        |   |   |   |   |   |   |   |   |   | <u>Material badly organised.</u>                                                       |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Material logically organised and coherent.                                             |   |   |   |   |   |   |   |   |   | Material weakly organised.                                                             |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 10                                                                                     | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0                                                                                      | 10 | 9  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |   |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>8</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 5. | <u>Theme/Dramatic shape</u>                                                            |   |   |   |   |   |   |   |   |   | <u>Speaker did not explain how talk was organised. Shapeless talk.</u>                 |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Speaker explained how time was organised and/or gave it some dramatic shape and theme. |   |   |   |   |   |   |   |   |   | Speaker did not explain how talk was organised. Shapeless talk.                        |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 5                                                                                      | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1                                                                                      | 0  | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>3</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 6. | <u>Emphasis</u>                                                                        |   |   |   |   |   |   |   |   |   | <u>Speaker did not emphasise important points.</u>                                     |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Speaker emphasised important points as he went along.                                  |   |   |   |   |   |   |   |   |   | Inadequate emphasis.                                                                   |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 5                                                                                      | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1                                                                                      | 0  | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>4</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |
| 7. | <u>Summary</u>                                                                         |   |   |   |   |   |   |   |   |   | <u>No summary of main points.</u>                                                      |    |    |   |   |   |   |   |   |   |   |   |   |
|    | Excellent summary of main points.                                                      |   |   |   |   |   |   |   |   |   | Inadequate summary.                                                                    |    |    |   |   |   |   |   |   |   |   |   |   |
|    | 5                                                                                      | 4 | 3 | 2 | 1 | 0 | 5 | 4 | 3 | 2 | 1                                                                                      | 0  | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|    |                                                                                        |   |   |   |   |   |   |   |   |   | Score <u>4</u>                                                                         |    |    |   |   |   |   |   |   |   |   |   |   |

Maximum possible marks on Content and Organisation: 50      TOTAL SCORE 39

### B. THE SPEAKER

8. Audibility  
Clear. 5 (4) Difficult to hear. 3 2 1 Inaudible. 0 Score 4
9. Quality  
Lively/Varied tone. 5 (4) Satisfactory. 3 2 1 Dull. 0 Score 4
10. Speed  
Too fast. 0 1 About right. (2) 1 Too slow. 0 Score 2
11. General manner  
Agreeable. 5 (4) Satisfactory. 3 2 1 Poor. 0 Score 4

12. Posture  
Awkward and tense. 0 1 (2) Relaxed. 3 2 Sloppy. 1 0 Score 2
13. Movement  
Too Static. 0 1 OK. (2) Too much. 1 0 Score 2
14. Gestures  
Effective/natural. 3 (2) Satisfactory. 1 Awkward. 0 Score 2
15. Eye contact  
Insufficient. 0 1 2 3 Satisfactory. (4) 5 4 Too much. 3 2 1 0 Score 4

Write minus scores if speaker:

- Read talk from script (minus 5)  
Was too note-bound (minus 4)  
Lost track in notes (minus 3)

Maximum possible marks on Speaker: 30 TOTAL SCORE: 24

### C. USE OF VISUAL AIDS

16. Positive use of visual aids (blackboard, slides, film, exhibits, demonstrations, etc.)  
Add marks – up to 4 per item, maximum + 20:

- (a) Helped to emphasise important points. +1  
(b) Helped to pace material.  
(c) Legible/Clearly visible.  
(d) Right amount of detail.  
(e) Added interest to talk. +1  
(f) Adequate time allowed for us to see. +2  
(g) Other. (Specify)

SCORE: + 4

17. Damaging use (or lack) of visual aids  
Subtract marks – up to 4 per item, maximum – 20:

- (a) Distracted attention from the talk.  
(b) Slowed the talk down too much.  
(c) Illegible/hard to see. Text too small -3 Colours -2 = -4  
(d) Too much detail. Too much text -2  
(e) Added nothing to the talk/Boring.  
(f) Inadequate time for us to see.  
(g) Talk badly needed visual aids. (Specify which sort)

SCORE: - 6

Maximum possible marks on Visual Aids: 20 TOTAL SCORE: -2

Speaker and Visual Aids Score weighted to 30%:

$$\frac{22}{50} = 13/30$$

COMMENTS:

GRAND TOTAL SCORE (Maximum 100) \_\_\_\_\_