

Oral Team Project Presentation Evaluation – Notes

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|--|--|--|---|
| <input type="checkbox"/> simple to use | <input checked="" type="checkbox"/> in-class feedback | <input type="checkbox"/> progress report | <input type="checkbox"/> literature review |
| <input checked="" type="checkbox"/> complex to use | <input type="checkbox"/> out-of-class | <input type="checkbox"/> proposal | <input type="checkbox"/> letter or resume |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> project report | <input type="checkbox"/> other |
| <input checked="" type="checkbox"/> oral | <input checked="" type="checkbox"/> assessor: professor to student | <input type="checkbox"/> research report | <input type="checkbox"/> |
| <input type="checkbox"/> written | <input checked="" type="checkbox"/> assessor: student to self | <input type="checkbox"/> abstract/summary | <input checked="" type="checkbox"/> assignment handout |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> assessor: student(s) to peers | <input type="checkbox"/> bibliography | <input checked="" type="checkbox"/> can adapt for scoring |

Application:

To be used for grading oral presentations on group projects, most specifically in the area of senior design. Can be used by instructors and industrial observers. Scoring is on a 0-to-10 scale. The focus of the 17 questions presented for scoring is divided between project issues (completion, utility, specifications, and performance measures), and professional presentation issues (attire, visual aids, timing, speaking technique). This instrument is best suited to engineering fields where a physical and measurable project outcome is produced.

Skill set addressed:

- Cognitive domain skills such as organization, information processing, and critical thinking, as well as visual communication are evaluated.
- Oral communication skills, teamwork skills, and professionalism are evaluated.

Suggestions for usage:

- The instrument uses a 0-to-10 scale for scoring each of the first 16 team performance criteria, and then asks the user to provide an optional grade for the individual members.
- Because it asks for scores and doesn't provide room between questions for comments, the primary purpose of this document is to evaluate and grade. Space has been provided for comments at the end of the questions, but because completed forms will only be shared with the speakers if the evaluator so indicates, this document, as is, is more useful for grading than for continuous improvement.
- The instrument can be provided to students prior to the oral presentation to give expectations and criteria used to evaluate their performance.
- If the group goes through a "dress rehearsal" presentation, this instrument can be completed during the rehearsal and given to them for review prior to the final presentation. It is also helpful to students if such rehearsals are taped and students are required to view their rehearsal and complete this or a similar form.

Commentary:

It is not clear how the scoring on the questions will be used to assign a grade.

The original version of this document was two pages, which could be a two-sided, single page. For readability purposes, the document has been reformatted, but could easily be two pages again.

Some questions on this form are lengthy and thus may be difficult to complete while observing the presentation. Because the user is instructed to return the form to the group's advisor within three days, scoring could take place after the event. However, when the presentation is one of several observed, accurate recollection may be difficult. Additionally, some mechanism is needed for returning the completed evaluation to the advisor.

Notes by User:

Source: "ECE Oral Project Presentation Evaluation Form V5," Dept. of Electrical & Computer Engineering, Western Michigan University.