

1. Fill in the form while listening.
  2. Save as a copy with the name of the presenter.
  3. Email your feedback to the presenter after the session.
- Click the reset button if needed.

RESET

### Peer response sheet for oral presentation

### Presenter:

1. Subject. Was the presentation informative? Did it have a clear focus? Was it well researched?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

2. Organization/Clarity. Was it easy to follow? Was there a clear and interesting introduction and conclusion?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

3. Preparation. Had the speaker rehearsed? Was the speaker in control of the sequence, pacing and flow of the presentation? Did they make effective use of notes, without relying on them too heavily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

4. Sensitivity to audience. Did the speaker maintain eye contact with all members of the class? Did they make effective use of pauses, gestures, change in pace and pitch?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

5. Language. Was the level of language suitable? Did they use any rhetorical devices? Was the language varied?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

6. Visual aids. Did the speaker make effective use of the presenting mode?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

Based on: Goring, Laura, (2003) "Planning Student Presentations", Teaching Tips, Perlman Center for Learning and Teaching, Carleton College. Available from [http://webapps.acs.carleton.edu/campus/ltc/teach\\_tips/presentations/](http://webapps.acs.carleton.edu/campus/ltc/teach_tips/presentations/).