

GEP. Evaluation

Deliverable 4: First oral presentation

		Excellent (4)	Expected level (3)	Poor (2)	Unacceptable (1)
Non-verbal skills	Body language	Movements seem fluid and help the audience to assimilate the message.	Movements or gestures enhance articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
	Posture	Stands up straight, looks relaxed and confident.	Displays little or no tension. Makes minor mistakes, but quickly recovers from them.	Displays mild tension. Has trouble recovering from mistakes.	Tension and nervousness is obvious. Has trouble recovering from mistakes.
	Elocution	Student speaks clearly with correct, precise pronunciation, so that all audience members can hear the presentation.	Student's voice is clear. Most audience members can hear the presentation.	Student's voice is low. Audience members have difficulty hearing the presentation.	Student mumbles, and speaks too quietly.
Verbal skills	Synthesis	The student is able to summarise the most important topics discussed in the report. Ideas are logically introduced. Both the start and the end of the presentation are clear.	The student is able to summarise almost all the topics discussed in the report. Ideas are introduced logically. The start and end of the presentation are not clearly indicated.	The student has problems when summarising the project (either too many details or too few are given). Ideas are not introduced logically. The start and end of the presentation are not clearly indicated.	The student is unable to summarise the project (either too many details or too few are given). Ideas are not introduced logically. The start and end of the presentation are not clearly indicated.
	Pronunciation	Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahhs", "umms" or "you knows".	The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahhs", "umms" or "you knows".	The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as "ahhs", "umms" or "you knows".	The pronunciation and enunciation are very unclear.
	Length of the presentation	Within +1 minute of the allotted time.	The presentation is too long (+2 minutes) or too short (-1 minute).	Within +3 minutes of the allotted time.	Within +4 minutes of the allotted time.
Structure	Organisation	The student presents information in a logical, interesting sequence that the audience can follow.	The student presents information in a logical sequence that the audience can follow.	The audience has difficulty following the presentation, because the student jumps around.	The audience cannot understand the presentation, because there is no sequence of information.
	Content	The presentation contains all the required sections: purpose, scope, timeframe and budget estimate.	The presentation contains almost all the required sections.	The presentation lacks some of the required sections.	The presentation lacks important sections that are required.

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GLOBAL COMMENTS

Non-verbal skills	Body language				
	Posture				
	Elocution				
Verbal skills	Synthesis				
	Pronunciation				
	Length of the presentation				
Structure	Organisation				
	Content				