Science Presentation Evaluation

Presenter: _____   Project Title: _____

Evaluator: _____

Points	1	2	3	4	Total
Subject Knowledge	Student does not have grasp of information. Many statements are incorrect and unsupported.	Student is uncomfortable with information, leaves out important details and/or presents inaccurate information.	Student is at ease with topic and presents accurate information.	Student demonstrates full grasp of the topic, presenting complete and accurate information.	
Explanations from Evidence	The student either has no conclusions or the conclusions are not related to the evidence provided in the presentation.	Conclusions are very poorly related to the evidence provided in the presentation.	The student uses some data, prior knowledge, research, and experience to draw conclusions but ignores other evidence introduced during the presentation.	The student uses all available data and his/her prior knowledge/research and experience to draw conclusions. If appropriate, student includes discussion of conflicting evidence.	
Tables Graphs Graphics	Presentation includes no graphics or graphics are unrelated to the subject and/or distract from the message.	Student doesn't explain tables/graphs, uses inappropriate graph type(s) or graphics conflict with conclusions.	Graphics illustrate evidence which supports the conclusion, appropriate graph type(s) used. Larger, smaller or simplified graphics would be more clear.	Appropriate graphics clearly present information which supports the conclusion and the student accurately explains the graphics during the presentation.	
Conclusions	Conclusions are not presented.	The conclusions are mostly inconsistent with the evidence.	The conclusion is only partially supported by the evidence.	Based on the data and evidence presented, the conclusions are reasonable.	
Questions	Student cannot answer questions about subject.	Student is able to answer only rudimentary questions, answers questions without explanation.	Student is at ease with answers to most questions, but fails to elaborate.	Student answers all class questions with explanations and elaboration.	
				Total Points:	**/20**

Comments:

Science Presentation Evaluation—Mechanics

Points	1	2	3	4	Total
Organization	There is no sequence of information and/or so much is missing that the presentation makes little sense.	Information is inconsistently organized (i.e. the visual information may be in order but the student jumps around).	Student presents information in logical sequence. More or less information would have been helpful.	Student presents adequate information in logical sequence.	
Graphics	Presentation includes no graphics or graphics are unrelated to the subject or distract from the message.	Presentation includes graphics that rarely support text and presentation. Graphics are too 'busy'.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	**/20**

Comments: