CPS 300
Second Year Project Proposal Presentations
Evaluation Form

Please fill in each blank to the right with a number ranging from 1 to 5 where 1 means that the presenter has significant room for improvement and 5 means that the presenter has no more room for improvement (already does an excellent job). If a particular criterion is not applicable, please enter "N/A" rather than a number. Also, you **must** offer written comments to the presenter in the space below; please point out the strengths of the presenter and also explain any low marks you may have given – try to be constructive and offer a few points where the presenter can make significant improvement.

This exercise serves three purposes: 1) it helps the presenters improve their proposals and presentation skills and we offer this service to them in gratitude for their willingness to present as part of our class, 2) it offers you the chance to experience what it means to critically evaluate a research proposal and determine the degree of importance and likelihood of success for such a proposal, and 3) it allows you to better prepare your own research proposals as part of this class, your graduate experience here, and in your future career. Please take this seriously for your benefit and that of our presenters.

Evaluator's Name:
Presenter's Name:
Written Comments:

[Presentation Substance:]

Topic Chosen:	
Is original or novel	
Has intellectual appeal	
Makes a contribution to the field	
Plan:	
Defines problem to be solved	
Offers plan for solving problem	
Provides solid rationale or basis for plan	
Considers feasibility of plan	
Presents timeline for accomplishing plan	
Defines what it means to be done	
Organization:	
Material is organized logically	
Content is coherent and remains on topic	
Content is audience appropriate	
Talk includes sufficient background & references	
Talk highlights main points for emphasis	
Results (where applicable):	
Clearly correct or rigorously proved	
Backed by reputable or convincing evidence	

[Presentation Style:]

Verbal:	
Faces and addresses audience	
Projects voice loudly and clearly	
Varies voice volume (not monotone)	
Uses correct grammar and diction	
Employs fluent delivery and good pacing	
Pronounces words clearly and correctly	
Avoids stall words (um, like, etc.)	
Describes points concisely	
Presents material without reading it	
Avoids redundancy (except for main points)	
Visual:	
Uses illustrations and examples effectively	
Slides not overloaded with text	
Employs appealing color schemes	
Each slide well-organized	
Font large enough to be legible	
Slides support talk but do not supplant it	
Personal:	
Seems well-prepared and well-rehearsed	
Takes material and proposal seriously	
Projects confidence and not nervousness	
Captures audience's interest, engages audience	
Interactive – asks questions, establishes rapport	
Employs humor effectively and appropriately	
Dresses appropriately	
Uses gestures to increase understanding	
Avoids annoying or nervous gestures	
Makes eye contact with audience	
Has good posture (no slouching, arm folding, etc.)	
Structural:	
Tests audiovisual equipment as needed	
Arrives and starts on time	
Finishes on time	
Questions and Answers:	
Restates question for audience to hear	
Handles questions with confidence and tact	
Answers questions accurately	
Avoids verbose or dismissive responses	