

**Student Presentation Evaluation Form. PHY 431 Optics**

**Date:** \_\_\_\_\_

**Student Names:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

	60-70%	70-80%	80-90%	90-100%	Score
Organization (20%)	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow	
Subject knowledge (25%)	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to most questions, but fails to elaborate	Student demonstrates full knowledge by answering all class questions with explanations and elaboration	
Slides (25%)	Student uses superfluous graphics or no graphics; Student's presentation has four or more spelling errors and/or grammatical errors	Student occasionally uses graphics that rarely support text and presentation; Presentation has three misspellings and/or grammatical errors.	Student's graphics relate to text and presentation Presentation has no more than two misspellings and/or grammatical errors.	Student's graphics explain and reinforce screen text and presentation Presentation has no misspellings or grammatical errors	
Presentation Skills (20%)	Student reads all of presentation with no eye contact; Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear	Student occasionally uses eye contact, but still reads most of report Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation	Student maintains eye contact most of the time but frequently returns to notes Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Team Work/Discussion Period (10%)	Student does not lead a discussion period or organize a group activity	Student's discussion or group activity is not well organized or explained to the class	Student organizes a discussion or activity, but it is not relevant or useful	Student leads a compelling discussion or creates a relevant and engaging group activity	
				Total Points:	

Comments: \_\_\_\_\_

Advice for improvement: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Date: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: \_\_\_\_\_

Scale: 5 = Excellent, 4=Good, 3=Satisfactory, 2=Needs Improvement, 1=Poor

<b>Presentation Skills:</b>					
1. Clearly communicates the subject matter	5	4	3	2	1
2. Uses visuals appropriately	5	4	3	2	1
3. Validates students' questions and comments	5	4	3	2	1
4. Remains focused on topic	5	4	3	2	1
5. Displays enthusiasm	5	4	3	2	1
<b>Content/Organization:</b>					
1. Clearly explains objectives of the lesson	5	4	3	2	1
2. Understanding of the material presented	5	4	3	2	1
3. Well organized and flows logically	5	4	3	2	1
4. Enough essential information to effectively evaluate	5	4	3	2	1
5. Clear and logical examples	5	4	3	2	1
<b>Overall Impression</b>	10	9	8	7	6

**Comments:**

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Topic: \_\_\_\_\_

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**Comments:**

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# Team Member Evaluation

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I have observed the output of your team efforts, but have had little opportunity to observe the team process within your groups. A full evaluation of the team's effectiveness requires an assessment of the process in addition to the output.

Student teams have limitations. Students who do not wish to participate as full and effective members of their team can rarely be forced to do so. The remaining members are forced to either accept that their team will produce substandard output, or to do all of the work themselves in order to protect the quality of the team's output. That is neither fair, nor what the instructor intends.

One of the desired outcomes of team experiences is that students will gain experience in giving honest feedback to co-workers on the quality of the efforts they contribute to group work. No one's job is at stake in the evaluation I ask you to do in this class, but in practice this can be the case. Peer evaluation is a serious responsibility, not to be done casually or frivolously. Giving a good evaluation to a person who has not carried their share sends them the message that this behavior is allowed and even encouraged. That is never good for the health of teams or organizations.

Long experience and observation have borne out the view that team members always vary in both their ability to contribute and their willingness to do so. Therefore, all of the evaluations you will perform here are in the form of Rankings. You must distinguish between your teammates, even though the differences themselves may be very small.

I provide a series of evaluation scales, with definitions, on the following pages. Please evaluate each of your team members and yourself as honestly and fairly as you can, using the scales provided.

Your evaluations are private, and I will not discuss them with anyone. Your objective feedback is important to me, and the best opportunity you will have to objectively value the contributions of individuals to your team's performance.

**I Certify that I have read this entire page and agree to abide by the rules stated on it.**

Your Name and Signature: \_\_\_\_\_

## TEAM MEMBER EVALUATION FORM

The following evaluation of your team members is a tool to help improve your experience with group work. Its purpose is to determine those who have been active and cooperative members as well as to identify those who did not participate. Be consistent when evaluating each group member's performance by using the guidelines below.

1 – never      2 – rarely      3 – sometimes      4 – usually      5 – always

Name of student being evaluated: \_\_\_\_\_

- \_\_\_\_ Has the student attended team meetings?
- \_\_\_\_ Has the student made a serious effort at assigned work before the team meetings?
- \_\_\_\_ Has the student made a serious effort to fulfill his/her team role responsibilities on assignments?
- \_\_\_\_ Has the student notified a teammate if he/she would not be able to attend a meeting or fulfill a responsibility?
- \_\_\_\_ Does the student attempt to make contributions in group meetings?
  
- \_\_\_\_ Does the student listen to his/her teammates' ideas and opinions respectfully and give them careful consideration?
- \_\_\_\_ Does the student cooperate with the group effort?

Based on your responses, assign an overall rating on the following scale:

\_\_\_\_\_ (Insert one of the given words.)

- Excellent** Consistently carried more than his/her fair share of the workload
- Very good** Consistently did what he/she was supposed to do, very well prepared and cooperative
- Satisfactory** Usually did what he/she was supposed to do, acceptably prepared and cooperative
- Ordinary** Often did what he/she was supposed to do, minimally prepared and cooperative
- Marginal** Sometimes failed to show up or complete assignments, rarely prepared
- Deficient** Often failed to show up or complete assignments, rarely prepared
- Unsatisfactory** Consistently failed to show up or complete assignments, rarely prepared
- Superficial** Practically no participation
- No show** No participation at all

Oakley, Hanna, Zuzmyn and Felder (2007) Best Practices Involving Teamwork in the Classroom: Results From a Survey of 6435 Engineering Student Respondents IEEE Transactions on Education, 50(3)

Adapted from a form reprinted in B. J. Millis and P. G. Cottell, Jr., Cooperative Learning in Higher Education Faculty, Oryx, Phoenix, 1998.