

GROUP PRESENTATIONS: GUIDELINES AND GRADING  
Walter vom Saal

Title of presentation: \_\_\_\_\_ Class: \_\_\_\_\_

Group Members: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Overall goal:** the presentation must be informative and interesting.

**2. Preparation** of the presentation should involve some reasonable level of work, but not too much. Each group member should contribute equally in preparing and presenting.

**3. Advance assignment.** Each presenting group must give the class an advance assignment at least one week before it is due. (The assignment may be due at the presentation or earlier.) The purpose of the assignment is to have all class members arrive with some knowledge or thought about the topic, OR to obtain data to be used by the presenting group. Typical assignments might include reading, thinking, writing, filling out a questionnaire, talking with or interviewing other people about the topic, etc.

\*\*\* Advance assignment given on time E D C B A

\*\*\* Quality of assignment E D C B A

**4. Time length.** Design the presentation to last one class period. Be aware that presentations often take longer than you expect. Also have backup activities to use if there is extra time.

\*\*\* Presentation was well timed E D C B A

**5. Making the presentation informative: handouts.** Prepare and distribute copies of a handout to be given prior to your presentation, used in the presentation, and taken home by the class members. The handout should be **two pages**. If possible, copy them back to back on single sheets. If that is not possible, staple them together. Both pages should have identifying information at the top of the page. The two-page handout should have the following components. Use the **HEADINGS** shown in **boldface**:

\*\*\* Identifying information (both pages): **Group Letter; Title of Presentation; Course Number; Section Number; Date of Presentation.** E D C B A

Additional information:  
\*\*\* names of **GROUP MEMBERS** E D C B A

\*\*\* **GOALS** of the presentation (one or two sentences). E D C B A

\*\*\* **OUTLINE** of the presentation (including who is responsible for what). E D C B A

\*\*\* **THINGS TO KNOW.** A list of “things to know” about the topic. (This might include key points, statistics, interesting information, etc. If possible, use a list of brief, one-sentence statements.) E D C B A

\*\*\* **KEY TERMS.** A list of key terms and their definitions. These should be terms relevant to your presentation that each member of the class should be able to define and give examples of by the end of the presentation. E D C B A

\*\*\***REFERENCES.** Three or more *annotated* references. Include at least one annotated reference to a book or journal article, and at least one annotated reference to an internet site. By “annotated reference” I mean a full citation using APA format, and then a sentence that describes the reference and says something about its value. E D C B A

\*\*\* Overall quality of handouts. E D C B A

\*\*\* Handouts used effectively during presentation. E D C B A

**6. Making the presentation informative: clear and organized presentation.**

\*\*\* Information was well organized E D C B A

\*\*\* Material was presented clearly. (NOTE: Talk to us, **do not read** to us!) E D C B A

\*\*\* Overall evaluation: presentation was informative. E D C B A

<b>7. Making the presentation interesting.</b>			
*** <b>Out of seat activity.</b> Have at least one activity where class members get out of their seats. (This could be as simple as just crossing the room to talk with someone else for 2 minutes about some relevant topic.)	<b>E D C B A</b>		
*** <b>Focused discussion.</b> Have at least one “focused discussion” led by the group that generates class discussion of a specific issue or question.	<b>E D C B A</b>		
*** <b>OPTIONAL: Other class involvement.</b> Your group also may choose to use other activities that increase active class involvement. Examples include:	<b>E D C B A</b>		
- visual aids		- videos or films	- slides
- charts		- quizzes	- questionnaires
- stories or vignettes		- skits	- demonstrations
- games	- guest speakers	- guest panels	
<b>Special note on guests:</b> Your group may NOT invite a guest without first getting permission from me. When having a guest, it is critical to (a) make inquiries of other people so you find out about potential guests before you invite them; (b) communicate clearly what you want from the guest; (c) think through time constraints and communicate them very clearly to the guest. If you do have a guest, please send them a note of thanks on behalf the class after they appear.			
*** Overall evaluation: presentation was interesting.	<b>E D C B A</b>		
<b>8. Exam questions.</b> In some classes, each presenting group must submit to the instructor 10 multiple-choice exam questions that test knowledge of the key terms identified in the handout. Due day of presentation. CONFIRM whether this is required or not.			
*** Exam questions submitted on time.	<b>E D C B A</b>		
*** Quality of exam questions.	<b>E D C B A</b>		
<b>9. Homework grade-sheet.</b> The presenting group must collect the homework assignment, grade it, and give me a summary report of the grades within one week after the presentation. Use attendance sheet forms provided and enter the following information for each student: OK = on time; quality OK. NO = not received on time. OK+ = on time; unusually good quality. GROUP = person is group member, OK- = on time; quality is weak so no homework is due.			
*** Homework grade report submitted one week after presentation.	<b>E D C B A</b>		
<b>10. Summary grade before considering class peer evaluations:</b>			
<b>11. Class peer evaluations:</b> Summary of evaluation forms submitted by class members: Informative: 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ mean = ___ Interesting: 1: ___ 2: ___ 3: ___ 4: ___ 5: ___ mean = ___ Overall: E: ___ D: ___ C: ___ B: ___ A: ___ mean = ___			
<b>12. Group member evaluations:</b> Summary of evaluation forms submitted by group members: Presenter comments:			
<b>13. Overall final evaluation,</b> taking into account student reactions:			
<b>E D C B A</b>			
<b>14. Notes on individual member contributions:</b>			
<b>E D C B A</b>			