

Section 3: Evaluating Presentations

WHAT TO EXPECT AS AN EVALUATOR

Before the Event

Read the UC 4-H Presentation Manual. Spend more time on the evaluation section, presentation requirements, and evaluation forms.

Arrival and Check in at the Event

Check in to receive your nametag. Walk to the room where the orientation will take place.

Orientation

Evaluators are sorted into rooms with one, two, or three evaluators per room. Presentations are typically assigned to rooms by format type and age of presenter (teams are assigned by the age of oldest member). They are not sorted by quality so there are no fixed numbers of awards for any room.

Entering the presentation room (before any presenter begins)

Position yourselves around the room (not next to each other). Review presenter types. Review forms to see if a presenter has noted special needs.

During the Presentation

Sit quietly, take a few notes, and if you so desire, begin marking the evaluation form.

After the Presentation: Asking Questions

Questions are to learn how the member handles questions. Questions should relate to the presentation. This is not the time to ask a question that tests for the outer limits of the member's knowledge.

Key Reminder for Evaluators

- ✓ Your job is to help youth improve their public speaking abilities.
- ✓ Provide an educator perspective to offer insights on what they are doing well and where they need improvement.

Scoring Presentations

Complete evaluation forms in pencil only. Use a fresh evaluation form if you make dramatic changes in the contents of the evaluation form. Evaluators must complete the evaluation and return it to the tally room before engaging in any disclosure or verbal critiques. Evaluators should not confer with presenters, audience members, or other evaluators prior to completing the evaluation and turning it in to the tally room. Placements of awards are determined by the Tally Room by a pre-determined scoring key. The average of all three evaluators is used to place the award for the presentation.

The UC 4-H uniform cannot be required, although it may be worn, wearing or not wearing the 4-H uniform will play no part in evaluation.

Writing Comments

Comments should be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to become even better.

Please write comments to the presenter themselves; meaning second person point of view using the pronoun "you" to address the presenter.

What was your favorite thing you learned while studying this topic?



GUIDELINES FOR WRITTEN COMMENTS

Written Comments

Evaluators must include written comments on the back of the evaluation form for every presentation. This is the critical part of helping UC 4-H members improve their public speaking skills.

- Use second person point of view with the pronoun “you” to address the presenter.
- Personalize your comments, and be sure that they reflect today’s presentation. Realize that the stress of travel, illness, or other factors may cause a presenter to perform at a different skill quality level than in a previous competition.
- Be specific. Avoid generalizations.
- Offer specific suggestions for improving and/or expanding the presentation.
- Challenge the member(s), but conclude with a positive statement to motivate future participation and expansion of their public speaking skills (e.g., suggest trying a different category next year).

Try these words/phrases:

- ✓ Consider
- ✓ Suggest
- ✓ Possible
- ✓ How about . . . ?
- ✓ May
- ✓ Another way . . .
- ✓ Next time . . .
- ✓ Have you thought . . . ?
- ✓ Have you tried . . . ?

Avoid these words/phrases:

- ∅ Can’t
- ∅ Don’t
- ∅ Won’t
- ∅ Never
- ∅ Always
- ∅ Wrong
- ∅ No
- ∅ Should
- ∅ Must

Key Reminder

Comments must be constructive, positive, and specific for improvement. Saying something is done improperly does not teach how to correct the problem. Positive constructive comments are better than inappropriate or critical comments. Even the best presenters want to know how to become even better.

Below are some examples of **POORLY WORDED** comments. Try rewriting them.

1. Your voice was way too quiet; no one in the back could hear you.

Try raising your voice next time. You want to make sure that those in the back of the room can hear you.

2. Practice moving your posters more since you were very clumsy.

You may want to practice smoothly transitioning your posters from one to the next

3. You need a better conclusion. I didn’t know you were really done until you asked for questions.

Another way to conclude your presentation is to use a closing device; this will make your presentation memorable and will notify your audience that you have finished your presentation.

4. Your skit was cute, but the theme has been used so often that it was totally predictable.

I really enjoyed your skit. You may think about selecting a more unique and original theme.

5. You looked a bit sloppy. Next time, iron your shirt, and be sure it’s tucked in!

Next time, consider wearing a neat and ironed shirt that is tucked in; professional appearance can help you reinforce the message that you are trying to send.

6. Please avoid jargon. I’m not familiar with your project, and I had no idea what you were talking about.

Consider who the members of your audience may be ahead of time. Some audience members were not familiar with the jargon that you used, and this made it difficult for the audience to fully understand your message. I suggest that you avoid using jargon in future presentations.

7. Your plan of action didn’t have much action.

Next time spend some extra time on your plan of action; this helps to ensure that the goals of your project are met.

